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THEME OF THIS ISSUE

Classroom Organization:
Differing Viewpoints

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Classroom Organization: An Age-Old Problem with New Slants

WITH THE advent of free schools in early America it became necessary from an economic standpoint to organize pupils into groups, so that one teacher might be responsible for the teaching of several children. From that time until the present, classroom organization has been a persistent and troublesome problem. Many and continuous attempts have been made throughout the years to meet this problem. Recently, it has been the subject of renewed and vigorous attack. For this reason the time seems ripe to place before readers of *THE READING TEACHER* some of the stimulating viewpoints and newer practices of 1957, particularly as these viewpoints and practices apply to classroom organization for the teaching of reading.

When reading instruction was first provided for children, it was taught exclusively on the individualized basis. The child was taught as an individual by a scribe, a priest, a tutor, or some member of his family. Even in our early "Dame Schools" in America, each child was taught individually and progressed at his own rate. A small group of children would gather in the Dame's kitchen, but each one would "recite" to her from his own place in the primer or Bible as she busied herself with her household duties.

Finally mass education was extended to all children. It now became

necessary for one teacher to teach a large group of pupils. In meeting this problem the "Monitorial System" imported from England was hailed as an excellent solution and was widely adopted. According to this plan one teacher was in charge of perhaps 75 or 100 pupils. This larger group was divided into smaller groups usually of nine pupils each, and each of these smaller groups was taught by a monitor.

The next and most far-reaching influence in classroom organization was ushered in with the publication of the McGuffey Readers between the years of 1836 and 1844. McGuffey was the first author to produce a clearly-defined graded series of readers, with one reader for each of the six grades.

It was in the 1920's that intelligence testing was advanced and that its results dramatically pointed out individual differences in ability. The panacea for classroom organization which swept the country at this time was *homogeneous grouping*. Pupils were classified into X, Y, Z groups (bright, average and dull) according to their intelligence quotient. But as time passed by it was discovered that some "X's" did no better than some "Z's" and "Y's," and that some "Z's" and "Y's" did as well as many "X's." And so this plan was abandoned.

And then came the startling news of experiments in individualized in-

struction which were being carried out in a few places. The most notable plans of individualized instruction introduced at this time were the Winnetka Plan and the Dalton Plan.

The conviction that schools must increasingly provide for differentiated instruction and progress in reading has been steadily strengthened throughout the last quarter of our present century.

In 1957 we are again hearing about individualized instruction in certain parts of the country. We are hearing about new grouping plans which make better provision for individual differences. And we are hearing about many different combinations of grouping and individualized instruction.

In this issue of *THE READING TEACHER* you will find articles bearing on this topic at each of the different school levels, and concerned with retarded readers, good readers and excellent readers. Several interesting articles are presented dealing with classroom organization at the elementary level. Dr. May Lazar of the New York City Schools gives us a stimulating discussion on "Individualized Reading." Marian Jenkins provides us with accounts from three outstanding elementary principals who have been using the "Self-Selection" plan in reading in Los Angeles County. James Canfield of Long Beach State College, California, tells us about the opinions and practices of a dozen superior intermediate grade teachers on the subject of grouping. Dr. Robert Karlin of New York University states

his reactions to Individualized Reading from the psychological standpoint. Dr. W. S. Gray of the University of Chicago points out the advantages of combining both individualized and group instruction in the reading program.

At the junior high school level, Dr. Kathleen B. Hester of Michigan State Normal College, Ypsilanti, writes interestingly on "Grouping in the Junior High School by Invitation." Elizabeth A. Pellett describes grouping procedures dealing both with remedial and developmental reading in junior and senior high school. The procedures she discusses are those used in the Whittier Union High School District in California.

Walter B. Barbe and Jack A. Carr of the University of Chattanooga provide a thorough over-all discussion of grouping at the college level. Their article takes remedial reading cases into consideration, but also includes grouping plans for those who are not real remedial cases but who need to improve their speed and comprehension, and for those who are already good readers but who still have not reached their reading potential.

One of the editorial policies of *THE READING TEACHER* is to present controversial issues in reading fairly, and to place various viewpoints before its readers for their information and thoughtful consideration. The content of the December issue is an expression of this policy.

NILA BANTON SMITH
NEW YORK UNIVERSITY

Individualized Reading: A Dynamic Approach

by MAY LAZAR

● ASSISTANT DIRECTOR
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FOR MANY years reading has been the area of the elementary school curriculum that has received the most emphasis. During the last two decades and even before, considerable effort was given to the improvement of instruction in reading. Many studies of gifted and retarded readers and studies of effective reading programs were undertaken; also, remedial programs were inaugurated in schools all over the country. The educational literature was replete with descriptive case studies and examples of numerous techniques for improving reading instruction in general and for "curing" retarded cases in particular.

As a result of these studies, many new and attractive materials were developed, new dimensions in thinking about the nature of reading were introduced, and there seemed to be a considerable change in attitude toward the retarded reader and the non-reader. From work with individual cases, it was learned that the one-to-one relationship was of utmost value to both child and teacher. Many children profited greatly from the individual attention given them by "remedial teachers," psychologists, and class teachers who

tried to apply "individual" techniques to their classroom procedures. All these efforts, however, did not adequately take care of the individual child within the regular classroom setup because the "group" approach to reading was still practiced and reading instruction based on preconstructed lessons was still accepted procedure. The individual child who could proceed at a rate much faster than the "reading lessons" provided was overlooked. The slow reader was subjected to frustrating attempts to bring him "up to grade."

Educators who were questioning the close adherence to grade level standards and the use of graded textbooks began to realize that these practices were not in agreement with the newer ideas on child development and learning. The teacher placed too much credence in what the materials could do rather than in her own skill as a teacher; there was too much emphasis on the mechanics of reading and too little on objectives and values. There was too much confusion between methods and materials. Grouping was thought to be an instructional technique which would solve read-

ing problems, whereas it is really a matter of class organization. The ineffectiveness of these procedures paved the way for experimentation with a dynamic approach to reading which is commonly referred to as "Individualized Reading."

In the experimentation with Individualized Reading, the classroom organization and procedures began to take on a "new look." It seems desirable to define Individualized Reading and to discuss the basic premises upon which it has been developed before proceeding with a concrete description of procedures.

Individualized Reading is a way of thinking about reading—an attitude toward the place of reading in the total curriculum, toward the materials and methods used, and toward the child's developmental needs. It is not a single method or technique but a broader way of thinking about reading which involves newer concepts concerned with class organization, materials, and the approach to the individual child. The term Individualized Reading is by no means fully descriptive, but for want of a better term most proponents of this approach continue to use it. It is actually not desirable to place a specific name to the reading program.

The term Individualized Reading is not synonymous with Individualized Instruction. Many programs involve individualized instruction, which in no way resembles the kind of classroom approaches inherent in the broad concept of Individualized Reading. In Individualized Reading

certain basic principles obtain which do not obtain in other reading approaches. These will be discussed later.

Individualized Reading must also not be confused with Extensive Reading or Recreational Reading, although they have some features in common. Practically all schools have some kind of extensive or recreational reading program, but these generally are adjuncts to the "basic reading" program. Individualized Reading is the basic program because it not only includes the development of skills but provides directly for the enjoyment of reading as well. Instruction in reading and reading itself are constantly interwoven and are developed simultaneously.

What Basic Criteria Contribute to an Effective Reading Program

Before inaugurating a program involving Individualized Reading, it is necessary to understand and accept the basic criteria of an effective reading program. These criteria are listed briefly below:

— An effective reading program:

Provides for individual differences.

Recognizes interest and purpose as important factors in learning. Allows a child to learn and develop at his own pace. Does not demand that he fit into a predetermined "grade level."

Recognizes the importance of a child's physical and mental health in relation to learning—emphasizes the need for active participation of the child in the

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learning process.

Provides consistently successful experiences in reading which make the child the best reader he is capable of being.

Supplies methods and materials suited to the child's own assets, purposes, and needs—reading is a matter individual to each child.

Gives teachers opportunity for flexibility in methods and use of materials.

Discourages competitiveness among the children. Arranges for sharing of reading experiences in which all can participate regardless of the level of the reading material.

Gives opportunity to read in normal situations.

Includes reading activities which develop the reading skills in functional ways.

Recognizes the opportunities for the development of skills in the content areas. All phases of the curriculum offer interesting and purposeful materials for reading.

Emphasizes the interrelation of all the language arts which are based on wide and interesting experiences that provide excellent content for reading, discussion, dramatization, and other activities.

How Basic Concepts Affect Individualized Reading

With the above basic criteria in mind, it might be asked—what type of program will best meet these

criteria and develop in the child not only needed skills but an everlasting love for reading which will be an important force in his present or future life?

Dr. Willard C. Olson* in his studies of the nature of growth, behavior, and achievement has contributed the important concepts of *seeking*, *self-selection*, and *pacing*. Dr. Olson points out that the healthy child is continually exploring his environment and seeking experiences which fit in with his growth and needs. These seeking tendencies and self-selection of stimulating material in the environment are basic for learning. Pacing is the teacher's responsibility for providing each child with the materials and experiences at a tempo that insures success at his stage of maturity. Dr. Olson ties up these concepts admirably with reading.

Individualized Reading is the type of program which best fits these concepts. It provides the child with an environment which stimulates exploration, with opportunities for choosing materials which appeal to him, and with guidance which permits him to develop at his own rate.

Throughout the years, research studies concerned with reading problems have shown that it was not unusual to find in many classes a wide range of abilities and achievement from complete nonreaders to children who were two or more years accelerated. It was obvious that class

*Willard C. Olson. "Seeking, Self-Selection, and Pacing in the Use of Books by Children," *The Packet*. (Spring 1952), 3-10. Boston 16, Mass.: D. C. Heath and Company, 285 Columbus Avenue.

or group instruction could not wholly succeed in reaching the individual. Individualized Reading seemed to be the best approach for handling these individual differences and for giving the children procedures best suited to their needs. What makes Individualized Reading more effective in these respects than other approaches?

It must be clearly recognized that reading is not a subject or a specific area to be studied at a certain time every day through preconstructed lessons in a textbook. Reading is a technique which operates in various phases of the child's school and home life. How this technique is used is of utmost importance. It can either prepare him for happy, rich experiences or it can devolve into a deadly chore. Have you not frequently heard a deep groan come forth in a classroom when preceding the recitation the teacher said, "Take out your readers and turn to page 30"? Further discomfort was experienced when the rapid or good readers were expected to "keep the place" regardless of whether they were interested or not. How often has a child gone on at his own rate to finish the story, only to be punished for his "crime" instead of being praised for his talents? In Individualized Reading the child only has to keep his own place, take care of his own assets and liabilities, and use his own interest and free selection to make him a better reader.

What steps are involved in starting the individualized approach? It

seems advisable to go slowly at first, preferably with teachers who are interested in providing a "good" reading program and who are willing to experiment. The following preparations seem to be effective in developing Individualized Reading:

Providing an adequate supply of suitable books.

Preparing the children for the changes in procedure.

Studying the children's interests and attitudes toward reading—helping them with selection if necessary.

Finding the children's strengths and weaknesses, their special needs, and their approximate reading levels.

Developing necessary routines and procedures.

Encouraging independence in the children.

The teacher must plan carefully and experiment with ways of budgeting time, keeping records, and evaluating procedures. Needless to say, the teacher must be resourceful, creative, and flexible. A flexible program which results from an individualized approach cannot be realized unless the teacher and supervisor are prepared to give up traditional fixed procedures.

How did Individualized Reading start in the New York City schools? Through the publications of the Bureau of Educational Research, informal research reports, and personal contacts with staff members, many of the school personnel became interested in this approach. After further reading and inquiry, some of

the supervisors decided to try out Individualized Reading in certain grades in their own schools.

What a Special Survey in New York City Revealed About Individualized Reading

Two members of the staff* of the Bureau of Educational Research conducted a survey of current practices during the school year September 1956-June 1957. The primary aim of the survey was to study Individualized Reading in action and to gather information concerning the understanding of the approach on the part of the school personnel participating, the problems encountered, and the reactions to it. Altogether 70 classes were visited, 46 of which were studied intensively. These represented a rough sampling of the city's schools and population. Each visit included observations in the classroom followed by an intensive interview with the teacher and with the supervisors whenever possible. Informal conferences and brief interviews were held with individual children and with groups of children. Special interview forms were prepared in advance. Copious notes were kept during the observations.

The practices observed were evaluated on the basis of the accepted criteria of an effective reading program as outlined earlier in this article. The evaluation was made for the purpose of determining whether

or not Individualized Reading could "work" in the schools and whether or not it should be extended.

The teachers aimed to meet the real objectives and values concerned with learning. They understood that better ways of organizing the class, the materials, and the children would be necessary. Long-range plans on the part of the teacher included many purposeful individual experiences, group activities, and whole class activities.

The observers were particularly interested in (1) the types of activities incorporated in the program over an extended length of time; (2) what took place in the daily reading "period."

Although there was considerable variation from class to class and from school to school, there seemed to emerge some general, basic procedures. The outstanding features were:

The children were allowed to explore the materials provided and to make their own selections. The children read independently at their own pace; they kept simple records and reports of their readings.

The teacher arranged to have brief individual sessions with the children as often as the children needed or wanted them and as she could arrange for them. Sometimes she would walk around the room, note some children's difficulties as they read, and give help "on the spot."

During these individual sessions, the teacher gave the children the

*The writer wishes to acknowledge the valuable work of Marcella Draper and Louise Schwieter, Assistants in Research, in preparing materials and reports on Individualized Reading and in conducting the survey in the New York City schools.

help they needed; discussed their reading; heard them read; and kept records of their abilities, needs, interests, and selections.

On the basis of difficulties noted during the individual sessions, the teacher planned group and whole class activities for developing needed skills and for overcoming confusions and common difficulties.

Time was arranged under teacher guidance for class and group discussion or sharing of books read—regardless of individual levels.

The daily reading “period” included one of the activities above or a combination of several depending upon the needs of the children and the degree of independence in reading.

Continued observations have proved that Individualized Reading does work. As to whether or not it will be extended is unnecessary to speculate. It is extending itself. Supervisors of the schools observed are expanding the program to other grades. Many more schools are asking for help and materials in order to begin early in the fall.

A tentative report of the survey has been prepared. Some of the findings are summarized briefly as follows:

The concept of Individualized Reading was well understood—the teachers and supervisors recognized the three basic principles—*seeking, self-selection, pacing*.

The values of the approach were well recognized and appreciated. Teachers showed great initiative,

resourcefulness, flexibility, and insight in working out immediate and/or long-range procedures.

Teachers were developing the skills with greater insight and zeal than ever before. They were now more concerned about the skills than in the basic reader approach. They assumed the responsibility for teaching the skills rather than depending on the Reading Manuals to do the work. They learned how to combine the instruction in skills with the free-selection materials.

Various methods of evaluation were used—both formal and informal. Teachers realized better the limitations of the available evaluative instruments. They devised many methods of evaluating children's progress in the intangibles.

Teachers and children found the materials more appropriate, interesting, and stimulating—the children were enjoying the act of reading. They learned that the reading of a textbook is not the reading program, but that a wide variety of books would be made accessible to them.

Interest in the approach among children, teachers, supervisors, and parents was much greater than in previous programs. Children were showing definite growth in reading, in vocabulary development, in creative writing, in oral expression, in critical thinking. This was particularly noticeable in the discussion or “sharing” sessions and in sessions

devoted to other areas of the curriculum. There was definitely more integration of the curriculum.

Problems of Individualized Reading

Individualized Reading, as the observers learned, was not without its problems. One of the greatest problems was getting the right kinds of materials into the classrooms. It was difficult to select and obtain sufficient quantities to provide for the wide range of children's abilities and interests. It was also difficult to keep a steady flow of new materials into the classroom and to withdraw those that had been read or no longer appealed to the children.

The teachers were most concerned about the teaching of the skills. Large classes and a wide range of abilities made it difficult for teachers to reach individual children as often as they might have wished.

Supervisors were anxious about the qualifications of the personnel. Could all teachers undertake this approach? Some supervisors who felt confident that Individualized Reading was suitable for the middle grades were afraid to try it in the primary classes. Supervisors and teachers were concerned about inadequate evaluation instruments. There are as yet no instruments to measure such *depths* of growth as result from Individualized Reading.

What Common Misconceptions Are Levelled at Individualized Reading

At this point, it might be well

to discuss some misconceptions or false assumptions regarding this approach. The following are some of the criticisms most frequently raised:

1. "The program may succeed in the upper grades but not in the primary classes because these children need the basal readers to introduce them to reading."

This is not true. Children are introduced to reading through many experiences, much oral communication, dictation of stories, and various types of charts and activities. They learn a sight vocabulary as they did before through exposure to pictures, symbols, words, phrases, sentences; through rhymes and other sound techniques including informal phonics. The basal reader does not have some hidden "magic" that does the work. Children cannot read independently either from basal readers or from trade books until they have some sight vocabulary.

Although the number of suitable easy trade books is much more limited than in the higher grades, their content is certainly not as limited as that of the preprimers and primers. First- and second-grade children can learn to do independent reading within the limits of their maturity and abilities.

2. "Individualized Reading is

satisfactory for bright children but not for slow learners."

This is not true. Classes or groups with "slow learners" have been observed. Individualized Reading is especially successful in these groups because the children can read at their own rates and thus experience fewer frustrations. Competitive activities are not involved since no special texts or number of pages have to be "covered."

3. "In Individualized Reading the skills are neglected because there is no rigid sequential order suggested."

This is not true. The skills are being developed but through means more suited to the children's ways of learning. While no rigid sequential progression is specifically observed for all children, the children are being taught the skills which they need when they need them.

It must be understood that Individualized Reading does not offer any *short cut* to the development of the mechanics of reading. The children still must be taught a good sight vocabulary and techniques of comprehension. Word-recognition techniques, such as the visual approach, phonics, and contextual clues, still have to be employed. The child cannot succeed with independent reading unless he has skill in word attack and in compre-

hension. How to extract meaning from the printed page is still a most essential skill. Although the specific methods concerned with reading techniques have not been changed, it is hoped nevertheless that greater interest in reading and better understanding on the part of the child as to the *purposes* for developing the skills will tend to facilitate the child's *learning* of the skills.

It is *how* and *when* the skills are introduced that matters. Not every child needs to learn every skill with every other child at the same time. In Individualized Reading the skills are fitted to the child and not the child to the skills.

4. "Free selection implies that there is never 'assigned' reading."

This is not true. Teachers definitely give assignments whenever they feel they are needed. Whenever there is a real purpose for assigned reading, it should be given.

5. "Individualized Reading does not provide for sufficient group participation — group dynamics are neglected."

This is not true. On the contrary, most teachers arrange for many "sharing" sessions in which all children participate. These sessions are most exciting and fruitful. Grouping occurs frequently when certain commonly needed skills are being developed. "Grouping"

is a "natural" in the Individualized Reading approach.

6. "Free selection and seeking tendencies allow children too much freedom and, therefore, discipline gets out of hand."

This is not true. On the contrary, many discipline problems are solved through Individualized Reading. When children are interested and absorbed, they rarely get into trouble. When they attain status in the classroom as in the Individualized Reading approach, the best in their personalities emerge. Many teachers have said, "Discipline is less of a problem now."

7. "The supervisor cannot evaluate the results as well as before. How can he tell if the skills are being taught?"

This is not true. The supervisors know more about what is going on in reading in the classroom than ever before. The teachers are getting more active cooperation and support from supervisors than previously. Supervisors are deeply interested not only in test results but also in the many intangible gains.

Space does not permit of extended discussion of problems and outcomes. Reactions to Individualized Reading were on the whole favorable. Teachers and supervisors were enthusiastic and unanimously expressed the desire to continue this approach with their next term's classes. The children expressed themselves enthusias-

tically in favor of this new approach. They enjoyed their independence and felt that this gave them real status in the classroom. Many anecdotes of their reactions were noted. These anecdotes emphasized the child's appreciation of self-selection, independence in rate of reading and self-management, not having to keep up with other children, wider knowledge of books, and greater pleasure in reading.

The results of the survey and of other observations during the past few years have shown that the program is sound. Inadequate interpretations and mistakes in practice may be made in the transition from long-used traditional programs; but this has also been true in past programs. There have always been good teachers, average teachers, and poor teachers. In Individualized Reading there will also be differences in the qualifications and practices of teachers. But the chances are that even the less competent teachers will grow to a greater degree than in previous programs.

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Self-Selection in Reading

by MARIAN JENKINS

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HERE IS a report of three principals in whose elementary schools reading is becoming a successful venture for more and more boys and girls and where children's reading, as far as parents are concerned, is becoming less of a worry and more of a joy. These teachers are using self-selection as the way of learning to read printed materials. The story for them began with the study of the findings of Willard Olson, who recognizes that all learning is really a process of self-selection. The learner is continuously seeking from the environment and selecting the experiences which meet his need at a particular moment. For example, as his need for food, sleep or affection is met, he grows. As those in the environment provide the learner with materials, situations, encouragement and approval, he continues to develop. Through their care for him and their planning for situations which will provide the conditions for growth, Olson says, they pace the learner's seeking and selecting.

Self-Selection and Academic Learning

When this theory is applied to academic learning the same behavior on the part of the learner is exhib-

ited. With the guidance of people who care and offer opportunity for the learner to select, he learns with confidence, with success and with a growing sense of personal achievement. This theory though well established and documented has not been widely applied to reading. However, reports of self-selection in reading published in this journal, in *Childhood Education, Elementary English*, and other periodicals are growing in number. More and more teachers are welcoming procedures which do away with the deleterious effects of labeling the less able and of permitting the more able to achieve to only a minimum of their possibilities. So self-selection in reading is becoming an important consideration to those who first look at the child and his ways of learning and then design procedure that will pace him in seeking and selecting that which satisfies his needs. What are the essentials for self-selection in reading? One essential is books and more books—books from school, city and county collections, from children's and teachers' personal libraries and magazines, newspapers and other printed materials. Books on every subject—both textbooks and trade books of many levels of reading difficulty are needed.

Next is needed a thoughtfully planned organization in which each child may browse and choose his own reading material, may talk over his choice with interested friends, which includes the teacher, and then may have considerable time to read and read. No waiting for another to finish for his turn to come, no listening to another's halting progress, no need to fuss about the place when his turn does come. He chose the book, he therefore wants to read it, and he does.

Most important is the time the teacher gives to the individual—listening to him read, conferring about his progress, helping him with every type of skill as he reads it, encouraging him and laying plans with him for next steps. The teacher and child may keep a record together or separately. An effective record includes titles of books, dates when a book was chosen and completed, dates of conferences, notes on problems met and progress in skills, comprehension and also appreciation. A record should also tell how the child planned to report his reading. Some books are of such high interest and importance to him, the science experiments which result from reading so exciting to the class, dramatizations so much fun, puppet shows such attractions—that great variety in ways of sharing individual interests and achievement in reading are created.

Let the principals tell their own stories!

Frances Cyrog, Principal, Lou Henry Hoover School, Whittier Ele-

mentary School District, California, opens her discussion with these quotes:

"For the first time I believe I am teaching reading in accordance with my knowledge of the way children grow and develop."

"This is a reading program which has no quarrel with what we know about how children learn."

"For any teacher truly interested in meeting individual needs self-selection in reading is the answer!"

These are teachers speaking after two years of using self-selection in reading throughout the six grades of one elementary school. Several had begun the previous year when a group of experienced teachers, consultants and principals were introduced to this way of teaching reading in a series of meetings planned by a Los Angeles County Curriculum Consultant, and the Whittier Assistant Superintendent in charge of Curriculum. The first and second grade teachers were among this group and we returned to school excited about the possibilities of such a reading program.

Teachers Use New Ideas

We discussed the ideas presented and started our adventure. That first year was one of continuous discovery because we were able to talk together often, call on resource people freely, and have access to the latest research. We received help with our problems, answers to our questions and always encouragement

and support. Slowly and with careful planning we moved into this reading program which held so much promise.

The evidence from our records built up, children and parents showed enthusiasm and our further study together encouraged the upper grade teachers to introduce self-selection the following year.

Reviewing Progress Made

Now, two years later, we have additional information to support the program which appeared so promising.

Keeping parents informed proved to be a vital part of the program. They must know, we felt sure, that in using this technique, we could keep better records than ever before on comprehension, on word attack skills, on growth in vocabulary, and, most important of all, children's response to and satisfaction in reading. And, certainly, we must listen to parents, too! For they told us much about the success of the process. A repeated cause for wonder on the part of parents of primary children was that they tackled anything in the way of print.

"My older child seemed to think reading was restricted to the classroom and the textbook, but John reads newspapers, magazines and signs in store windows. Reading is an exciting source of information to him."

Another mother, women's page editor of our daily newspaper, had long mourned the apathy of her two daughters toward reading. With

the advent of this method in her younger daughter's class she reported happily to the Claremont Reading Conference:

"This is one of the things we didn't believe could happen in our family. Our older girl, now in seventh grade, went through the group system and she didn't like reading at all. This pattern was repeating itself with our fifth grade daughter. Suddenly this year all of us thought we were seeing things when the lights were on in her bedroom late and she was still reading. When she pulled the flashlight under the blanket technique on me I was convinced."

And what of the children? They gave us fresh clues each day as they revealed their ideas in such ways as these:

"I can read what I choose—any book in our room! I like to tell others about my book and hear about theirs. Lots of books are very interesting and you might like to read their book and they might like to read yours."

"Selective reading has helped me to be a better reader and read books that I would otherwise not have read. Books help me to learn about people and places I never knew."

"In selective reading you can read different kinds of books, and at your own speed (slow or fast). You can stop to think about the things you like."

"I think you become a better reader if you read books you like."

If you get a dull book you don't have to keep on reading it. In the old way when we had readers it sometimes got very boring."

"We all get to read the books we like and want to read. We all have the same chance to read. In reading groups the best readers were in one group and then on down. And the ones who couldn't read as well never had a good chance."

First graders also knew why they liked self-selection. The class had used self-selection for a month and had read from ten to forty pre-primers and primers. The teacher, as an experiment, chose a group of ten children reading in what would have been a middle group. She introduced a fine and well-liked primer which they read together for two weeks. A skillful person, well schooled in ability group techniques, she carefully motivated the children and progressed according to the pattern she had used previous to beginning self-selection. When the book was finished she casually introduced a discussion about how they might like to read their next book. The response was immediate. A student-teacher recorded the discussion. The many favorable remarks ran like this:

Mike: "I like to read more books and I can read them faster."

Pat: "I like to choose my own book because it's more fun."

Janet: "I like choosing books better because you get to read the whole book. You don't have to stop so much."

As a principal, reflecting on these experiences, nothing has been more stimulating than the response of teachers, their careful study of the program, the many hours they have willingly given to evaluation, meeting with and teaching for visitors, keeping records, compiling test results, and bringing to children their enthusiasm. And most of all is the awareness of the growth we have all made in our understanding of children.

Antoinette McChristy, Principal, Christian Sorensen School, Whittier Elementary School District, California starts her account in this way:

"Everytime I get answers!

Books even tell you how to take care of dogs!"

Second grader, Tommy, had made this exciting discovery during the self-selection reading time. Such enthusiastic remarks about books and stories are frequently overheard in classes where self-selection reading is being used.

However, at first there were certain questions in the minds of teachers and administrators concerning the use of self-selection in primary grades. Even though classrooms contained carefully chosen books, could second graders be trusted to select reading materials which would expand and refine their reading skills? Would standardized tests show that pupils using self-selection progress as well as those being taught in conventional reading groups?

The questions needed to be answered, so "A Comparative Study

to Determine Whether Self-selective Reading Can Be Successfully Used at The Second Grade Level" was carried out. The research extending over a period of one year compared the reading gains made by one hundred sixty boys and girls carefully selected from eight second grade classes. In four of these classes (control group) conventional reading methods were used, while self-selection was employed in the other four (experimental group). The children in the two groups were comparable in mental age, intelligence and socio-economic background. The teachers were matched on the basis of educational training and experience.

Arranging the Environment

Books, and more books seemed to be the keynote in the experimental classes. Prior to the actual initiation of self-selection, two or three days were spent by each teacher in setting up the classroom library. The children, with the teacher's guidance, worked out plans for the display of the reading materials. Each class developed the room environment which best suited its needs. However, one basic practice was common. The books were invitingly arranged and easily accessible to the children. Then children had time to browse and choose, each his own book.

Grouping

It was thought that children in primary grades would feel more comfortable about their reading if they could gather around the teacher and be assured of her immediate

help. In order to keep this intimate contact between the children and teacher, some sort of grouping was planned.

The teachers using self-selection wished to avoid any grouping based upon the reading proficiency of the pupils, since this would counteract the very environment which they were striving to create. Also, more equal distribution of the teacher's assistance could be given if groups were composed of approximately equal numbers of slow, average, and fast readers. With these factors in mind, each teacher developed her own method of grouping. In general, groups were formed on the basis of friendships, common interests or common problems.

One teacher decided to base her groups on the results of a simple sociometric test. She asked each child in a casual manner the following question: "Whom would you like most to sit near at reading time?" On the basis of the children's choices, three groups were formed. A chubby second grader explained to a visitor, "We don't have a 'dumb' group, we just read with our friends." Friendships were being strengthened and good attitudes toward reading were growing while children chuckled over the funny part of a story or helped one another with the hard words in their chosen books.

Measuring Results of Growth in Reading Skills

The individualized groups met with the teacher on a daily basis.

Each child in the group had his "special time" with the teacher for individual instruction. His particular reading problem was brought into sharp focus and reading skills were reviewed, developed and refined at the time of immediate need.

A detailed reading record card was kept for each child. Daily reference was made to this record in order to ascertain whether the difficulties of yesterday had been mastered or if they still persisted. This practice gave continuity to the instruction and kept both child and teacher aware of just what the problems were and what progress had been made.

Control groups were set up for use in comparing growth in the reading skills. In the control groups instruction was given to three groups based on reading ability. Books to be read were selected by the teachers from series available. They worked with each group each day following suggestions in the manuals. A record of books read was kept for each child. Varied related independent activities were available to the children at times when the teacher was not working directly with them and these groups also had access to well stocked classroom libraries.

The results of standardized reading tests showed that self-selection produced significantly greater gains than did conventional reading methods in the areas of reading vocabulary, reading comprehension and total reading.

The control group averaged 1.14 years in total reading gains while

the experimental group averaged 1.41 years.

25% of the control group had total reading gains of more than 1.6 years, while 46% of the experimental group scored within this range.

In vocabulary growth the control group averaged 1.09 and the experimental 1.96 years. In comprehension 59% of the experimental group gained 2 years or more, while 24% of the control group scored in this range.

The study indicates that second grade pupils are able to choose, from an appropriately stocked classroom library, reading material which promotes their reading growth. Therefore, it is concluded that self-selection in reading may be used successfully at the second grade level.

Claude E. Norcross, Principal, Ladera School, Las Lomitas Elementary School District, Atherton, California tells how self-selection is functioning in his school in the paragraphs below.

The self-selection or individualized approach to the reading process has been tried by four teachers in our school during the past two years.¹ The results obtained indicate that there is enough merit in it to warrant further study and experimentation.

Careful Planning Precedes Introduction of Self-selection

Careful plans were made by these

¹Mrs. Eleanor Cannon, Mrs. Mary Largent, Mr. Robert Newman, and Mr. Thomas Price, Ladera School, Las Lomitas School District, Atherton, California.

four teachers before they introduced self-selection to their pupils. Their plans included: Studying what has been written regarding it in the literature; preparing charts of comprehension and word attack skills to be developed; arranging for a large classroom collection of reading textbooks with a wide range of difficulty; arranging to have a large collection of trade books of many types and subjects and of a wide range of difficulty; preparing a plan for recording detailed information for each child concerning skill development, vocabulary development, and books read; outlining how self-selection would be introduced to the pupils and to the parents; and selecting and organizing practice materials.

With this careful preparation, each teacher was ready to introduce the new approach with the assurance that he would be conducting a systematic and comprehensive program of instruction in reading which would differ in two main ways from our regular program. First, the children would be permitted to select their own reading materials rather than follow the basic series textbooks.

Second, the skills program would be developed primarily on an individual basis rather than within the three customary ability groups.

Reports to the Staff Are Essential

The teachers using self-selection in reading instruction have periodically reported to the entire staff on

the methods and the results obtained. We feel that this is an essential step in any special program devised to test the effectiveness of new methods of instruction.

The Program Is Evaluated

During the past two years six classes, approximately one hundred forty children in grades three through six, have participated in self-selection in reading under the direction of four teachers. An analysis of the results obtained from achievement tests administered to the two classes participating in this program during the 1955-56 school year indicate that the pupils made slightly, though not significantly, more progress in skill development than pupils in the regular program. Test results for the four classes that participated during the 1956-57 school year are not yet available. However, it is in the evaluation of progress toward other important objectives of reading instruction where self-selection has been most effective. The children who have participated in self-selection seem to have developed an abiding interest in reading, found keen enjoyment in it, developed the ability to select suitable materials for reading, and above all have developed the habit of reading beyond that which has been achieved in our regular program.

The teachers who have participated in self-selection have reported a new thrill in teaching reading. They, like the children, seem to have found a new interest in children's literature.

Flexibility in Grouping for Reading

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THE PRESENT article is concerned with the opinions and practices of a dozen superior, intermediate-grade teachers on grouping for reading. Data were collected by means of observations and semi-structured interviews. The teachers were selected upon the basis of demonstrated competence in teaching reading and willingness to be interviewed. Obviously these teachers do not provide a representative sampling of the teacher population at large. The findings presented represent a "pulling together" of the separate information gathered from each teacher. No one teacher mentioned all of the practices given below, nor did any two teachers express their guiding principles in grouping or talk about their methods of handling groups in the classroom in exactly the same way.

Different Bases of Grouping

Grouping in these classrooms depended upon many different factors. For example: The middle reading group in one class was composed of children lacking skill in word recognition techniques. In another classroom, friendship patterns and work habits were the bases for placing a good reader in an average reading group. Here a slow worker had just enough time each day to finish the assignment before leaving the room

early for traffic patrol. He enjoyed being in a reading group that helped his special friends. In yet another classroom, the teacher found tutorial grouping helpful in social studies and arithmetic. Mike, a fourth-grader, had great pressure from the home to do very well in school. As a result the child would cry if he made a mistake or could not work a problem. Although the boy could read in the top group, the teacher felt it best to place him in a group wherein the pressure could be reduced.

The selection of the right group for a child is not always easy. Questions arise such as the following: Will Carol, who reads slowly, hold the rest of the group back? Should Miles, an over-age, over-sized boy, be placed in accordance with his reading score, or should he (as long as he can read fairly well) be placed in a reading group with others his age and size? Will Prudence feel a stigma about being placed in a low reading group in which all but she are boys? Should Bill, an occasional truant, be placed in a middle reading group to give him status? Perhaps placement in the low group would result in greater detestation of reading and more truancy. In what group should high IQ Jane, who scored well below expectations, be placed? Sam is doing his best to learn to read, but is still a whole

grade level below everyone else. If he is taken out of the low group would the blow to his self-esteem be too damaging? In what group should Sally be placed? She reads well but lacks concentration and the ability to work by herself. And John? John is so emotionally disturbed that he cannot join a reading group without creating a general disturbance. Should he be placed in a group at all? As any teacher knows, this list of questions could be expanded. Although many children fit well into ability groups, often such factors as those above must be taken into consideration in determining the proper reading group for a child.

For the children who cannot readily profit from the usual grouping for reading, teachers report a variety of provisions. In some classes the "unique" child is treated as an individual during the reading period. His reading assignment is placed on the blackboard alongside the assignments for the regular reading groups. The teacher schedules time for working with him during the reading period. Some of these children receive individual help from the teacher at noon or after school. Very superior readers are provided with books at their level and from time to time rejoin the top reading group for instruction in certain reading skills.

Two teachers report use of a modified form of interclassroom grouping. An account of one teacher's situation will explain this practice. A fifth-grade teacher started the school year with three

reading groups. By the end of the first semester all but one of the children in the low reading group had transferred to other schools. Although in effect still working with three reading groups, the teacher felt she was neglecting the remaining slow reader. Arrangements were made to have the boy join a reading group in the class next door. The teacher can now devote her full reading period to working with the two reading groups. The boy, now one of the best readers in his new group, for the first time feels good about his reading.

All teachers report times when the class meets as a whole for reading activities from which all in the class can profit through participation. They are: (1) reading to the whole class 10 to 15 minutes each day, (2) weekly visits to the school library, (3) visits to the public library, (4) discussing good books, (5) storytelling, (6) reading poetry, (7) discussing a story read to the class, (8) reading *My Weekly Reader*, (9) working dictionary exercises on the blackboard, (10) making plans for the reading period, (11) listening to a talk by a parent, (12) preparing book lists, and (13) planning and rehearsing a play for an assembly.

Shifts in Grouping

To keep up with changes in pupil needs and abilities, each teacher found it necessary to shift pupils from group to group during the year. Some teachers use the results of standardized tests as the basis for the pupil transfer. In other classes

the test results serve as confirmation of the teacher's own judgment as to the wisdom of a projected shift.

Shifts in pupil placements tend to be upwards. In addition to adjusting group membership on the basis of changes in pupil achievement, teachers report that shifts upward are occasionally made to encourage certain children in their reading achievement or to give vitally needed status to some pupil. The teachers stress that these shifts are made with care and after considerable study and thought. The effect upon a child of an error in pupil placement is not easily remedied.

Classrooms differ widely in the degree of stability of reading group membership. Some teachers tell of the need for few pupil shifts during the school year. Others regroup after each reading test. Still others make little change in the ability groupings, but make frequent use of interest groups, individual projects, and whole class discussions.

Drawbacks to Grouping

Although generally approving the use of ability grouping as a valuable administrative device for caring for individual differences, teachers cite these drawbacks to its frequent use. First, adequate daily preparation for three reading groups is a tremendously time-consuming task. For each group it involves scheduling, worksheet preparation and duplication, planning worthwhile independent activities for groups not working with the teacher, collecting instructional materials, and placing

assignments and exercises on the blackboard.

Second, if the teacher is to spend an adequate amount of time on each step in the basal reading program, the teacher can meet with only two and certainly not more than three reading groups during the usual 40 to 60 minute reading period.

Third, teachers feel that even with grouping, the differences in ability are still greater than can be met adequately. Class size limits the number of pupil-teacher contacts. Nor do teachers have the time to employ in the classroom all the desirable practices and methods of which they are aware. As one teacher commented, "It seems to be a super-human feat to make sure each child fully develops his reading skill."

Summary

1. Although achievement serves as the major basis for the placement of pupils in reading groups, other criteria are considered and evaluated as the occasion and need arises. Teachers take into account the need for work in specific skills, friendship patterns, and work habits, emotional stability, IQ, and attitudes toward school and reading.

2. Parental pressures and pupil's previous classroom experiences combine to place a heavy value on "being in the top group," despite teachers' efforts to minimize this status hierarchy in their own classroom. Of necessity they may have to take into account its existence in planning pupil placement.

3. Variety and flexibility in class

organization are achieved through whole class organization, interest grouping, special assignments, and shifts in pupil placement during the school year.

4. Drawbacks to ability grouping are: (a) the time-consuming preparation needed, (b) limits to the number of groups and special pupils with which the teacher can work, and (c) the individual differences which remain unmet through lack of time and class size.

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Some Reactions to Individualized Reading

by ROBERT KARLIN
● NEW YORK UNIVERSITY

DISSATISFACTION WITH present outcomes of reading instruction, both in the quality and quantity of reading done, has led to a search for newer instructional practices in classroom organization. It may be said generally that most schools have been following the group organization approach to the teaching of reading.

Under such a program most children have been and are learning to read. There are some children, however, whose reading leaves much to be desired. They are unable to obtain the deeper meanings from the printed page and they rarely turn to books in their leisure time. It is for these reasons that some educators have been seeking a different approach to the teaching of reading. One development is the individualized reading program. It is refreshing to know that we are alerted to newer possibilities. Progress stems from such considerations. However, we should not permit our feelings to govern reasoned thoughts.

The scientist is ever-ready to explore new worlds. Teachers should likewise be ready to explore newer instructional practices. The scientist tests hypotheses which are outgrowths of present knowledge. On the basis of such examinations does the scientist accept or reject these hypotheses. The teacher must likewise formulate hypotheses which are related to teaching. And she must

also test these same hypotheses before she is ready to accept or reject them.

Before any attempt is made to evaluate the individualized program let us describe it briefly.

The Individualized Plan

In an individualized reading program the children are permitted to choose any book which they desire from those available to them. Ordinarily the classroom teacher provides a variety of materials whose range of content and difficulty is broad. In this way a determined effort to meet each child's interests and abilities is made. During the reading period each child reads the book he has chosen. If a child requires help as he reads, e.g., is unable to recognize an unknown word, he may turn to the teacher for this help. Some programs (1) provide pupil assistants who free the teacher for other tasks.

When a child completes his reading he meets with his teacher. In this conference the story may be discussed, questions may be asked to check the child's understanding of what he has read and portions of the selection may be read orally. During this meeting the teacher may note areas with which she can deal at once or which may be treated at a later time. Records of the number and kind of books read are kept. Each child has the opportunity to meet with the teacher perhaps two

or three times a week for periods of from five to ten minutes. Some advocates (3) of this program suggest a reading period that runs from one to two hours. If a child should complete his reading before the end of the session or conclude his conference with the teacher, he might engage in independent reading or non-reading activities.

Undoubtedly there exist individualized reading programs whose features differ from those described herein. However, they ordinarily follow similar patterns which may be summarized: (1) elimination of one basal-reader as the core of reading instructions; (2) self-selection of reading materials; (3) individual conferences between pupil and teacher.

The Grouping Plan

Perhaps a brief consideration of the grouping plan in reading is appropriate at this time. Grouping usually implies the use of a graded series of readers which increase in difficulty and which are intended for specific grade levels. All children within a given group read the same selection. As in the case of individualized reading, teachers do not necessarily implement the program in exactly the same fashion. The manuals which accompany the basal readers may be used to the extent that the teachers deem it necessary. Ordinarily, the children receive preparation for reading the story. This is usually followed by guided silent reading, discussion and rereading for another purpose. Finally, appli-

cation of what has been learned is made.

The purpose of this paper is *not* to measure individualized reading instruction against group reading instruction. What is proposed is a critical evaluation of the individualized approach to reading instruction. Three aspects will be explored: the program and the psychology of learning; the program and research; the program and the teacher.

The Program and Psychology of Learning

The proponents of individualized reading base their case for its adoption upon one major factor—the interests of the individual child. Disposition toward such motivation appears to be in harmony with generally accepted principles of learning. It is recognized that the child is more likely to learn under conditions in which his interests become dynamic than in situations which leave him passive. There is one question, however, which must be raised: does the learning process rest solely upon *existing* interests? One of the major responsibilities of the teacher is to help the child *extend* present interests and develop *new* ones. Children must be encouraged to read widely. In this way familiar paths will be traveled and new avenues opened for exploration.

The individualized reading program does not preclude varied reading, but if its very foundation rests upon a tenuous assumption, one must look at it carefully before embracing it completely.

A second aspect of the psychology of learning is the concept of readiness. The confidence which teachers have placed in this principle is well-merited. Individualized reading, however, *makes little or no provision for readiness*. The children plunge into reading without any preparation for it. No effort is made *in advance* to deal with unknown words, specific word meanings which are peculiar to the context, or difficult abstract concepts. Either no confidence is placed in the readiness concept or it is assumed that the children will not be meeting any of these difficulties.

The motive for reading is an aspect of readiness for reading. The purpose for reading any selection should be clear to the learner. This will contribute to meaningful learning. In individualized reading the child decides to read a book about animals. He may want to read this book, but is this desire to read sufficient? Will he not benefit from knowing *for what purpose* he is going to read? One principle of good motivation is that each activity should lead to a goal and that the learner should be aware of this goal.

Guidance and reinforcement are important aspects of learning principles. It is not enough to indicate that a response is incorrect. One must guide the learner to the appropriate response. In new situations, especially, it is desirable to provide careful guidance in order to avoid opportunities for making errors. In individualized reading the guidance *follows* the completion of reading,

thereby making no provision for the avoidance of errors and a reduction in reinforcement of inappropriate responses.

Interference with learning is something of which the teacher must be aware. The use of graded lessons and a reduction in the number of items to be learned helps to reduce the amount of interference in learning. Since teaching in the individualized reading program occurs *after* the reading has been completed the chance to minimize interference is lost.

The Program and Research

The scientific attitude requires that we place greater credence in research than in our own feelings. Unfortunately there is a dearth of research surrounding individualized reading. Most of the accounts of individualized reading describe the program and the benefits derived therefrom. Attempts to evaluate the program under carefully-controlled conditions have been few indeed.

One experiment (4) has been completed in Michigan. Two groups of children matched for reading ability, I. Q. and socio-economic status were taught by student teachers under the supervision of critic teachers. One group followed a basal-reader approach, while the other engaged in individualized reading. The data showed no significant difference between the groups in reading gains. The student teachers did report that the children in the individualized group showed greater interest in reading and read

more books than the children in the basal-reader group. What the outcomes might have been under thoroughly-prepared teachers is a question that remains unanswered.

Karr (1) has reported the results of an experiment in Pittsburg, California. Third-grade classes in this school system experienced individualized reading. At the end of a six-month period these children were compared with another group in a different California community. This latter group was taught through group procedure. The results of testing showed that the children who participated in group procedures made slightly greater gains in vocabulary and comprehension than did the children in the individualized reading group. The teachers in the individualized reading program expressed satisfaction with the plan.

It is plain that no real conclusions may be drawn from these experiments. Both studies suffer from lack of controls over significant variables which can influence outcomes.*

The Program and the Teacher

The role of the teacher in individualized reading is a crucial one. If such a program is to succeed it must be guided by capable hands. One needs to be realistic, however, in assessing the demands that are made of teachers. Individualized reading presupposes the availability of a great number of titles from which the child may choose. It also presupposes that the teacher is

thoroughly familiar with the contents of these books. Are teachers so acquainted with hundreds of books that they may be able in discussing them with the children in a way to probe beneath the mere surface? Familiarity with books is to be encouraged, but one may question the extent to which the teacher *does* and *can* know so many.

A second limitation to be considered is the lack of preparation which the teacher brings to the conference period. Is she prepared to teach without advance notice any number of word-recognition or study skills which require her immediate attention? Each child possesses unique problems for which we must prepare if they are to be resolved satisfactorily.

The search for better teaching procedures continues. Such creativity is to be encouraged. What is needed in this search is direction and clearness of vision. What we believe to be true *may* be true; frequently we are pulled up sharply by bold reality. The path to truth is not a quick and easy one.

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*A controlled study is reported in this issue of THE READING TEACHER, pages 88-89—Editor.

Role of Group and Individualized Teaching in a Sound Reading Program

by WILLIAM S. GRAY

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DURING RECENT years vigorous discussions have occurred of practically every issue relating to reading that teachers face today. It is often claimed that they are disconcerting, particularly if the evidence or arguments presented run counter to one's practices. Nevertheless, they are usually of great value and essential to genuine progress. To use the apt illustration of William G. Carr, they are comparable in a sense to an airplane flight: "As the wheels leave the ground, the passenger sees the land fall away beneath him and begins to gain a new perspective of the objects which previously he had seen only from an earth bound position . . . As the plane rises still higher, he sees 'how the land lies'—the city in relation to the whole countryside around it."¹

One of the issues which is now being discussed widely relates to the advisability of the sole use of an individualized reading program² in place of the prevailing pattern of basal reading instruction. The arguments advanced by its proponents run about as follows: Children differ so widely in interests, capacity to learn, and motives that it is impossible to

provide adequate stimulation and guidance through the use of the same materials and group instruction. If the child is to develop individuality, creativity, and ability to think clearly and interpret deeply, he must not be hampered by group regimentation. Instead, he should learn to read in an environment which stimulates motives for reading, which permits free choice of materials to be read at his own rate, and receive help as needed or at scheduled times.

Role of Each Procedure

Before preparing this paper, the writer reviewed the findings of scores of pertinent studies published during the last five decades. As a result, he found that the conclusion reached by Dr. J. Wayne Wrightstone concerning the merits of using experience records or basal readers in teaching beginning reading is applicable here. "The evidence from research," he said, "indicates that the real issue is not which of the two procedures . . . is the better, but rather what is the role of each in contributing to more effective pupil development in reading."³ This point of view was recognized as early as 1920 when Supt. Carleton Wash-

¹William G. Carr. "The View Ahead," *Journal of the National Education Association*, XLVI (March, 1957), 167.

²Board of Education of the City of New York, Bureau of Educational Research. *Selected References on Reading with Special Emphasis on Individualized Teaching*, 1957. 3pp.

³J. Wayne Wrightstone. "Research Related to Experience Records and Basal Readers," *The Reading Teacher*, V (November 5, 1951), 5-6.

burne⁴ in developing the Winnetka program of individualized instruction provided both individual and group activities in the fields of reading and literature.

In 1924, when the National Committee on Reading prepared its first report, it reviewed in detail the results of tested experience and research relating to the teaching of reading. On the basis of all the evidence available, it recommended group basal instruction with wide provision for individual differences and in addition supplementary reading adapted to the varying interests and reading abilities of pupils. Similar proposals were made by the National Reading Committees of 1936, 1947, and 1948. In the light of all these facts, it seems desirable to consider in this paper the role of both group and individualized instruction in a sound reading program.

Group Instruction

Attention is directed first to some of the more obvious advantages of group basal instruction in reading. The materials used provide a closely integrated program which serves as a guide to teachers from the kindergarten to the high school. It promotes the development of the attitudes and skills which are common to the various reading activities in which children do and should engage in and out of school. It thus provides a common background on which

teachers can build in promoting added growth in and through reading in all other school activities. It utilizes to distinct advantage group dynamics in stimulating interests and motives for reading among pupils who have not yet discovered that reading is a rewarding activity. It promotes breadth and depth of interpretation through discussions in which pupils compare their responses to stimulating problems and questions and pool judgments in reaching sound conclusions. The old adage "that a stream cannot rise higher than its sources" is particularly applicable here.

Furthermore, group basal instruction makes use of materials which are organized to facilitate progress in the mastery of essential reading attitudes and skills. In a recent survey of curriculum trends, Tyler⁵ emphasized the urgent need today for better organized instructional materials and identified three of their criteria. The first, "continuity," dictates that essential understandings, attitudes, and skills must be repeated through many learning experiences until they are well mastered. He pointed out, for example, "that ability to read critically and to make comprehensive interpretations of what one reads is not acquired in a few brief lessons." In harmony with this criterion, current basal reading materials provide carefully planned learning experiences in various aspects of reading which are repeated and gradually expanded in scope

⁴Carleton Washburne, Mabel Vogel, and William S. Gray. *A Survey of the Winnetka Public Schools: Results of Practical Experiments in Fitting Schools to Individuals*. Bloomington, Ill.: Public School Publishing Co., 1926, p. 4.

⁵Ralph W. Tyler. "The Curriculum Then and Now." *Elementary School Journal*, LVII (April, 1957). 364-71.

throughout the grades and high school.

The second criterion, "sequence," refers "to the gradation of the learning so that each experience not only builds on, but goes beyond, previous experiences in order to require higher levels of skill or a broader and deeper understanding." Tyler points out that basal reading materials meet this criterion in part through careful control of vocabulary and sentence structure. Equally important is the sequence provided in the mastery of word recognition, meaning vocabulary, grasp of meaning (literal and implied), thoughtful reaction to the ideas read, and their application and use. The third criterion, "integration," views learning as growing insight into the relationships between parts and wholes and between what the student is learning both within and among fields. Through careful organization of basal reading materials and the use of suggestions provided in manuals, effort is made consciously to promote desirable types of integration and more penetrating understandings.

Two additional curriculum trends are also being emphasized by curriculum specialists. One of them promotes the types of understanding essential for efficient living in a rapidly changing and complex world. This is achieved in part through the discriminating selection of basal reading materials that relate to each of the major areas of human interest and activity. In addition, it provides a growing acquaintance among children of their cultural heritage and

stimulates interests that lead to wide personal reading. The second trend seeks to promote higher levels of development in good thinking and in related intellectual skills. This makes for greater freedom, competence, and creativity in meeting personal and group problems. The systematic, vigorous training given in breadth and depth of interpretation through group basal reading instruction contributes directly to this end.

Space will not permit further analysis of the merits of group basal reading instruction or a detailed summary of supporting research findings. The results, however, of two pertinent studies are included as examples. As early as 1921, Zirbes⁶ compared with two second-grade classes the values of "extensive, silent and informal reading experience" in which the pupils were given the opportunity to choose what they would read and "carefully planned formal and intensive instruction in reading." The results showed, first, that "extensive reading of new material is neither very interesting nor profitable to pupils who read less than 60 words per minute orally and who make two or more serious errors per minute or meet with as many difficulties in which they require help." The report continued, "when children with inadequate ability were merely provided with opportunities to do silent reading without appropriate instruction and supervision, they frequently acquired bad read-

⁶Laura Zirbes, Katherine Kee'lor, and Pauline Miner. *Practice Exercises and Checks on Silent Reading in the Primary Grades*, pp. 4-5. New York: Lincoln School of Teachers College, Columbia University, 1925.

ing habits and attitudes." Experience and subsequent research have repeatedly shown that inability to read with reasonable ease and understanding at any level is one of the greatest deterrents today to personal reading and efficient study.

A second study⁷ compared the progress of pupils in a university laboratory school in which reading instruction was highly individualized with that of pupils in a neighboring school who were taught systematically through group basal instruction. The average IQ of the latter group was ten points below that of the laboratory-school group. Measurements of the progress of the pupils showed that a far greater percentage of the group who received basal instruction "achieved a reading age of 84 months at or before a chronological age of 84 months." The brighter group did not overtake them until they were 132 months old on the average. The investigators attributed these differences to the types of instruction used.

Whereas the foregoing findings show that group instruction has certain advantages they do not justify its sole use in teaching reading. In the study by Zirbes, to which reference was made earlier, it was found that pupils who had learned to read simple material with ease and understanding and who had the opportunity of extensive individualized reading experiences made more rapid progress than pupils of equal

reading ability who did not engage in such reading. Scores of more recent studies provide convincing evidence that such experiences are essential.

Individualized Teaching and Guidance

Attention is directed next to the role of individualized teaching in a sound reading program. It takes various forms. In the first place, wide provision is made for individual differences as an integral part of group instruction. For example, teachers are constantly on the alert to identify the problems and difficulties which individuals face. Through special questions and suggestions they attempt to meet such needs in part during group instruction. Very often such help is not enough and the teacher provides small group and individual help during periods reserved for such purposes. Furthermore, as pupils engage in work-book activities, the need for additional training of various types becomes evident. Good teaching provides wide opportunity for supplementary practice adjusted to the varying needs of individuals. Of special importance is the need at frequent intervals to apply independently while reading for meaning, the word attack skills already introduced in group instruction. In order to develop self-reliant, thoughtful readers, it requires guidance that is carefully adjusted in amount and character to the needs of individuals.

Group instruction is further individualized by providing different

⁷Irving H. Anderson, Byron A. Hughes, and W. Robert Dixon. "The Relationship Between Reading Achievement and the Method of Teaching Reading." *University of Michigan School of Education Bulletin*, XXVII (April, 1956), 104-08.

types of assigned problems on each selection, adjusted to the varying levels of ability of the pupils. Furthermore, the amount of time devoted to the study of specific selections is varied in terms of the ability and needs of pupils. Those who encounter difficulties in the first study of a selection spend additional time on it to insure the mastery of new word-attack skills or greater comprehension in interpreting its meaning. Those who acquire essential growth through the first reading of a selection are excused from further study of it and may engage in any one of several activities, for example, wide reading on a related problem of special interest to the individual; search for additional information needed by the class on a point referred to in a selection; library reading to find materials relating to a special project; personal reading.

Of basic importance also is wide extension or supplementary reading organized largely on an individual basis. It thus utilizes the personal motives of each child for reading, capitalizes on inner drives and reinforces the idea that reading is a rewarding activity. Independent of the kind of material read, it helps to develop instant recognition of partially learned words and promotes fluent reading. When the materials read relate to the theme of a unit recently studied, they greatly extend and enrich the reader's understandings in that area. They also provide opportunity for more thoughtful interpretation of what is read in the

light of the basic concepts or integrating threads emphasized during the study of the unit. By encouraging independent reading relating to each unit, well-balanced and diversified reading interests are established.

Experience shows that certain steps are necessary in securing best results. Through personal conferences and observations of pupils in group activities, the teacher should become well acquainted with their varied interests. Through suggestions given in the reading manual and with help from the school or public librarian, an abundance of attractive material should be provided which varies sufficiently in content and difficulty to meet the interests and needs of individuals. Freedom of choice should be encouraged. Some of the extension reading should be carried on during the regular reading period. This provides opportunity for the teacher to study individually the reading interests and habits of pupils, to provide immediate help if needed, and to plan supplementary training to develop increased skill in specific areas. At other times, teachers should confer at length with individuals to help identify their problems or difficulties more fully, to stimulate deeper interests in reading, and to encourage reading in areas previously neglected. The practice of some teachers in giving little or no guidance during extension reading periods is inadvisable.

Finally time should be reserved in which pupils read solely to satisfy their own interests. Unless this type

of reading is encouraged jointly by the home and the school, it is likely that many pupils will not establish permanent habits of independent reading. Through the help of the school librarian, pupils should be alerted to new and interesting books and a supply of attractive materials should be constantly provided in the classroom. The books read in school may be selected by the pupil either from this or any other reputable source. Frequent opportunities should also be provided in which the pupils can share their reading expe-

riences with other children.

The foregoing discussion emphasizes the fact that many types of reading materials and activities are essential in developing self-reliant independent readers with well-balanced diversified interests. This goal cannot be achieved through the advocacy and use of any one type of instruction, either group or individual. The types of materials and procedures used daily and throughout the school life of the child should be selected in the light of the varied needs to be served.

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Grouping by Invitation

by KATHLEEN B. HESTER

● MICHIGAN STATE NORMAL COLLEGE
YPSILANTI, MICHIGAN

"When Duty comes a-knocking at your gate,
Welcome him in; for if you bid him wait,
He will depart only to come once more
And bring seven other duties to your door."

Edwin Markham

THIS IS the dilemma in which many teachers find themselves today. During the past decade junior high school teachers everywhere have heard the phrases "individual differences," "meet pupil needs," "provide for the range of abilities in reading in your classroom." Every teacher knows it is his *duty* to provide for the range of reading abilities among his students and to develop each child to the limits of his potential capacity. But how?

It is fruitless to wait for the perfect solution of what to do. It is the *duty* of every teacher to help to find the solution.

Practices and Pitfalls in Grouping

Conscientious teachers in junior high schools have welcomed the challenge of varying abilities in reading and have gone forth to experiment. The teacher who plans a program of improvement in reading and pursues it enthusiastically finds "an infectious interest" in reading regardless of whether or not the program was considered entirely successful by other educators. If all teachers would dare to try a bit of

experimentation, great advances would soon be made in this pressing question, "How?"

Before experimenting, however, look briefly at some of the plans of grouping and their accompanying pitfalls which are being used in junior high school reading and literature classes in today's schools.

One common plan is to isolate reading as a subject. Students are divided into class size groups. These reading classes are taught by a teacher who, because of his overcrowded schedule, concerns himself with improving reading skills per se. There is little or no correlation with functional reading which the student must do in his other classes.

There are many apparent drawbacks to this plan. One of the outstanding weaknesses is the failure to consider reading as a language art. Reading cannot be isolated from the other communication areas because it is a mode of communication in which the writer speaks through the use of written or printed symbols. Understanding the written word presupposes the knowledge of the meaning of the spoken word. Listening,

talking, reading, and writing are interwoven.

The reading teacher must also work cooperatively with all other teachers. Skills learned in the reading class must be applied immediately in the content areas. Reading is a mode of communication, not a subject. Therefore it defies isolated instruction.

A second plan rather widely used is "homogeneous grouping." Under this plan the reading period is at the same hour for everyone throughout the school. Each teacher specializes on one level of reading achievement, and is assigned all children at that reading level. The justification is that teachers can concentrate on their respective levels which they teach.

Again there are many weaknesses in this plan. It has the drawbacks of the "isolated reading period" plus a disadvantage of putting children of different age groups and social levels into the same class. Studies indicate that in each class there remain differences sufficiently great to constitute a real instructional problem.

One of the most dangerous aspects of this plan is the likelihood of development of a caste system with members of the slower classes the victims.

Grouping by Invitation

The purpose of this article, however, is not to point up difficulties in grouping but to spark interest in finding better ways to handle individual differences in reading abilities in the classroom and to report one

procedure which has proved to be successful.

One popular plan is what the students term "grouping by invitation." In this plan reading is considered in its broad sense. Because success in reading is interwoven with success in the other communication areas—listening, talking and writing—all students in a given class, regardless of their reading levels, work together for certain parts of the instructional period and are divided according to needs at other times. Thus, all stigma of the caste system is eliminated and the reading growth of each child progresses at an individual rate.

The working plan is this: The whole class is brought together for the presentation of the story. During this period background and interest are built. Bridging the gap between children's experiences and situations in a story is the keynote to good comprehension. Unless children can relate their experiences to those about which they will read there will be little or no meaning.

Background and interest are developed in many ways. Relating of personal experiences, slides, stories or poems, musical records, pictures, newspaper and magazine articles, are but a few of the many possibilities for motivation.

It is at this time that students are given opportunity to learn how to listen effectively. Listening is a neglected area of the language arts, but one in which it has been estimated the average person spends forty-five percent of his communication time.

Good listening is an essential of leadership today. It requires concentration and has to be learned. Once learned, it has to be practiced constantly.

Another vital area of the language arts is talking. A good reader must be able to think in the language of the author. He must be able to communicate his thoughts. During the motivation period students relate experiences and bring into their talking and listening vocabularies, words which they will be expected to read.

Many of the children who are not good readers have learned to listen well and can talk effectively. They make a real contribution to the whole class and feel themselves an important part of it. Many times they are most enthusiastic contributors. There is no emotional reaction of being left out or of feeling "too dumb to participate." At the same time they are improving their own listening and talking skills. In addition, all students are gaining a richer and fuller experience.

The next step is purposeful reading of the story. Students are asked to read silently for some particular purpose. It may be for sheer enjoyment, or it may be to find out if the student wants to exchange places with a certain character in the story, or for a multitude of other reasons. If the story is too difficult for some students, they may read a related story at an easier level, or work as a subcommittee with the teacher on a predetermined reading task.

The next phase of this grouping arrangement comes when, after the

students have read, discussed, and participated in any related activities, the content of the story is used to develop some specific reading skill. Here is where "invitation" truly functions. "A skill for the day" is chosen, dependent upon the students' needs. Perhaps today it is visual imagery, because in the story the students have read,

"A young girl was very unhappy because her grandmother made her a skirt from a patchwork quilt. It was so heavy and stiff it stood out from her body. And it had so many colors it made her feel funny."

Asked to draw a picture of this girl, many of the students drew a girl wearing a solid-color sheath skirt.

The students needing help on this skill were invited to work with the teacher on an exercise to enable them to develop better visual imagery. Any other student who feels he would profit from the directed activity may invite himself into the group.

Tomorrow the "skill for the day" might be improvement in syllabication. All students who need help or who feel they would profit from extra practice on syllabication are invited to join the group. A short, intensive skills program of five to ten minutes a day pays high dividends.

If the correct atmosphere has been set, students soon become aware of their own needs and come to the skills development lessons of their own volition. Because students' needs vary the personnel of the group changes constantly. Thus instead of

belonging to one inflexible group, each student joins whichever group is working on the phase of reading in which he is weak. In many classes each student keeps a personal chart showing weak and strong areas.

The question in the minds of many readers at this point may be, "How shall I care for the pupils who are already proficient in the skill I am developing today?"

Teachers working with "grouping by invitation" report that they plan with the students what to do during the skills period. While developing background and interest with the whole group they plan some activities related to the story that can be worked out independently by the students not engaged in the skills exercise.

The final step in "grouping by invitation" is reassembling the whole group to evaluate the story and the contributions of various groups and of individual members. Informal test results are analyzed, and individual records of student participa-

tion in each language arts area is studied. Time spent in evaluation and study of strengths and weaknesses has proven to be one of the most profitable periods devoted to the study of the story, for one of the strongest motivating factors in learning to read is to see, analyze, and correct our own errors.

Two types of progress records have been used most commonly with this plan. These are individual records, made and kept up to date by each student. One is a record of his participation in the skills program. The second is a language arts participation sheet. A suggestive form worked out by one teacher committee is given below.

This plan of grouping makes it possible for boys and girls to have a common experience and at the same time to participate in reading activities suited to their different and varying needs. The flexible grouping procedure avoids the stigma accompanying segregation and has many outstanding advantages.

Student Participation Sheet

Story	Communication Areas				Other Contributions
	Listening	Talking	Reading	Writing	
The Runt	Listened to experience reports of other students. Listened to coach tell about players.	Told about my experience with a bully. Answered two questions.	Read the story.	Wrote a character sketch of "The Runt's" mother.	Drew a picture showing how I earned money last summer.

New Approaches to Grouping in High School

by ELIZABETH A. PELLETT

● COORDINATOR OF LEARNING

MATERIALS

WHITTIER UNION HIGH SCHOOL

DISTRICT, WHITTIER, CALIFORNIA

ALMOST ANY teacher of secondary students finds himself faced with the necessity of assisting young people to achieve increased skill in reading and the allied language arts. When the abilities of ninth grade students just entering high school are assessed through expectancy analyses which evaluate achievement in relation to the student's capacity to achieve, many school districts find a pattern of performance varying widely in its range. The deviation from expectancy in months in a typical ninth grade class in Whittier Union High School ranged from -3.5 to $+3.5$.

Such analyses assist staffs in developing their awareness of a group or school-wide problem, but they are of little assistance in diagnosing individual needs for special reading instruction. But even before class and individual instruction and assistance can begin, further gross screening is needed in order to determine which students will be given specialized remedial instruction and which students will remain in regular classrooms and receive developmental instruction in reading.

Over a period of years the Whittier Union High School District has sought to approach the problem of more effective reading development

through a four-fold approach:

1. A developmental reading program through the Basic Course¹ Department,
2. Specialized remedial assistance for selected students,
3. Sub-grouping of students within classes,
4. Development of total staff concern for its responsibility in Language Arts instruction.

A discussion of grouping procedures in the secondary school is particularly relevant to the first two of these approaches in our program of reading development. Since many of our procedures and methods for sub-grouping within classes are an extension, at a more advanced maturity level, of elementary school processes, only a limited reference will be made in this article to this aspect of our program. It is with the first two of these approaches that this discussion will be concerned.

Grouping by Classes

In a recent publication² of the Whittier Union High School District a group of staff members summarized the reasons for and criteria

¹A two hour required course in Language Arts, Social Studies, and Group Guidance at the ninth, tenth, and eleventh grades. At the twelfth grade English is required for one semester and Senior Problems for a full year. The senior classes are one hour courses taught separately.

²*Teaching the Slow Learner*, Whittier Union High School, Whittier, California, 1956.

used in grouping students into "Basic Course" classes of four levels of achievement. As this report indicated, the rationale for such grouping has evolved out of a desire more adequately to provide for individual differences. Grouping allows the range of reading achievement to be reduced and thus facilitates teacher effectiveness. Special class groups are provided for fast, average, and slow moving students and for students who need an even more modified instructional program in classes termed "Project Groups." A teacher of a fast-moving ninth grade class will generally find that the range of reading ability is from approximately ninth grade through the freshman year in college. Without grouping the range of reading achievement would have been from the non-reader level. Similarly, the average group in the ninth year generally ranges from seventh to tenth year in reading ability. The overlapping of reading achievement between these achievement groups is occasioned by the interplay of additional factors which are considered as teachers make recommendations for a student's placement in a particular class. The multiple factors which come into play as class groups are formed are illustrated by the following statement of the "Criteria for Grouping" which is being used at present.

Fast Moving Classes

1. Reads up to or beyond grade level in terms of reading scores.
2. Is developing maturity in reading choices.

3. Has developed good skill in various group activities and roles.
4. Can work effectively under self-direction.
5. Benefits from opportunities for independent study.

Average Moving Classes

1. Reads at or one year below grade level.
2. Is choosing his reading in terms of the interest pattern of the younger rather than the older adolescent group.
3. Needs help in developing self-direction.
4. Needs more experience in becoming an effective group member.
5. Has not yet developed interest maturity to point where independent study is profitable.

Slow Moving Classes

1. Retarded two to three years in reading development.
2. Needs remedial and/or modified instruction in nearly all language areas.
3. May lack motivation and interest in school work.
4. Is frequently either an overt or withdrawn behavior problem to himself and others.
5. Needs much training in becoming both a constructive group member and a self-directive individual class member.

Project Classes

1. Is socially, emotionally, or mentally retarded to the extent that much individual attention is needed.

2. Is retarded four years or more in reading development.
3. Needs remedial and/or modified instruction in nearly all language areas.
4. May lack motivation and interest in school work.
5. Is frequently an overt or withdrawn behavior problem to himself or others.
6. Needs much training in becoming both a constructive group member and a self-directive individual class member.

Although such a grouping of students facilitates many aspects of the instructional process, it should be understood that these are not "homogeneous" groups of young people. Although the reading achievement scores play an important part in the determination of students' placement in the basic course classes, such scores are influenced by the multiplicity of causative factors which influence human development. Thus, a slow moving group of students ranging from two or more years below grade placement in reading will be a complex of students from a wide range of intellectual ability.

The Multiple-Materials Approach

Fundamental to an instructional program based upon such a grouping of students by classes is a multiple materials approach to learning. If developmental growth is to be really effectuated a rich supply of basic and supplemental materials must be made available to the teach-

er. The Whittier Union High School District adopts basic materials for basic course classes in the area of Language Arts, Social Studies, and Literature for each group of students. Because appropriate materials for basic adoption are almost impossible to find for the project students, this program is carried on almost entirely through supplemental materials. The 1956-57 basic adoption list for English Orientation, first semester, will illustrate the range:

English Orientation—English		
Ability Group	Title	Publisher
Fast	<i>The New Building Better English</i>	Row
Average	<i>Living Language—9</i>	Harcourt
Slow	<i>Living Your English, Book 1</i>	Heath
English Orientation—Literature		
Fast	<i>Read Up on Life</i>	Holt
Average	<i>Read Up on Life</i>	Holt
Slow	<i>Reading Roundup, Book 1</i>	Heath
English Orientation—Social Studies, Semester I		
Fast	<i>Making the Most of School and Life</i>	Macmillan
Average	<i>Building Your Life</i>	Prentice
Slow	<i>Your High School Days</i>	McGraw

In addition to these materials, a wide range of supplemental fiction and non-fiction materials are made available for use on each grade level. Without such material support, a program of grouping between classes will prove incapable of producing the growth increments desired.

Selection of Students for Specialized Remedial Instruction

As has been indicated on page 11, when reading scores become a major criterion for grouping between classes, class groups will be found to contain students who are more widely divergent in capacity than in reading grade range. When staffs become increasingly more aware of the variations within their student population, there may arise a request to provide specialized remedial assistance for those students who are achieving markedly below their potential capacity — those students who are most correctly termed "Remedial."

Staff concern has been generally focused on the school-wide need for specialized remedial reading assistance through:

Staff discussions of expectancy analyses,

The accumulation of teacher referrals to the guidance offices or department heads, and

Student requests to their teachers and counselors for assistance with reading.

Most generally an attempt has been made early in each year to bring to the attention of staff members the data with regard to needs of

students in reading through administrative meetings at the district level, local school department head meetings, local and district-wide department meetings, developmental curriculum meetings, etc.

As we have sought to develop programs of remedial instruction in the five high schools of the Whittier Union High School District, we have continued the processes of staff involvement and participation which we feel are fundamental to educational improvement. Because we have long believed that the most effective curriculum development occurs as you build with staff, the program of specialized remedial assistance has developed differently in each of our high schools. Each remedial instructor came to the teaching of reading with a different pattern of training and with a different assessment of how the job was to be accomplished. Some came to this teaching with training which prepared them to do a perception-speed training program using the Tachistoscope with supplemental reading development activities. Others came prepared to base diagnosis upon reading series developed for elementary students and the development program upon the reading of these same materials; some came prepared to base assessment upon informal analysis and a program upon word study and vocabulary building; others came utilizing all of these approaches and incorporating aspects from other approaches. But without exception, all of these teachers came with a sincere

desire to assist young people to develop more effectively their abilities in reading and a willingness to grow toward expanded use of varied methods and approaches. Although there are differences between the various remedial programs, there are certain qualities common to each program. In each high school students come to remedial instruction from their basic course classes. This usually occurs one period a day for four days each week for approximately seven to nine weeks. Students are given credit for the work done in the remedial period as a part of their grade in Basic Course.

Avenues of Referral

With staff concern focused and with teacher time provided for remedial reading teachers to work with small groups of students, the referral of individual students needs to be planned. In all of our planning we have provided for multiple avenues of referral. Referrals are encouraged from all subject area teachers, counselors, department heads, and self-referrals by students. Where staff members are making referrals, they have been requested to submit referral forms. The forms used have differed in complexity; but, essentially, each has asked for data on student attitudes, interests, specific reading disabilities known to the referring teacher, home background, intellectual capacity and achievement in mathematics and reading.

Much care has been taken with staffs to increase their awareness of the distinctions between a remedial

and a retarded learner. On occasion we have asked teachers to refer those students whose characteristics cause the teacher to answer "yes" to most of the following questions:

1. Does the student speak another language in addition to English? In such instances is the non-language score higher than the language score on the mental ability test?
2. Does the student show a year or more grade placement variation in the following scores:
Reading comprehension higher than vocabulary?
Mathematical reasoning higher than fundamentals?
3. Does the student seem curious beyond what is generally expected of a student with his test scores.
4. Does the student respond to subtle humor?
5. Does the student work with a logical plan?
6. Does the student tend to ask "Why" rather than "What" in regard to explanations?
7. Does the student tend to take an informed interest in the world? Do his interests go beyond the activities of youth?
8. Is the student able to apply what is learned in one situation to another?

Following referral, the requests are screened by the Remedial Reading Teacher. The plan of screening followed by Miss Jean Wilson of California High School is typical of the screening process followed. She

states in her "Bulletin to teachers" that the steps are as follows:

1. General screening which takes into consideration:
 - A. Any student whose reading scores are three or more years below his scores on The California Test of Mental Maturity.
 - B. Any student whose reading performance is questioned.
2. Additional screening usually involves some, and often all, of the following:
 - A. Teacher conferences
 - B. Cumulative folder study
 - C. Individual interview of the student by the reading counselor to determine:
 - (1) Interest in reading assistance
 - (2) Psychological readiness for reading assistance
 - (3) Physical factors (eyes, glands, etc.) which need to be screened by the nurse.
 - D. Administration of the Informal Reading Inventory which is an individual test.
 - (1) To diagnose the reading disability
 - (2) To gain insight into reading attitudes
 - (3) To determine the extent of the emotional disturbance which is nearly always involved in a reading problem.
 - E. Referral to the School Psychologist to determine those students whose emotional problems are of such

proportions that the Reading Counselor knows that help will be impossible without the services of the Psychologist.

3. Assignment to the appropriate Remedial Reading Program, is made on a trial basis.

The appropriate remedial reading program, as revealed through the findings of the diagnostic processes, may be a speed reading course of six weeks duration, or it may be a nine weeks remedial reading program which combines work with the Tachistoscope and developmental reading materials. Rather than specialized help the Remedial Teacher may refer the student back to his regular basic course class with specific suggestions to the teacher as to the kind of assistance needed. Regardless of the vitality of the special reading program, its greatest value to the student's growth will accrue as the regular classroom teacher works closely with the Remedial Reading Teacher in providing reinforcement and enrichment activities to enhance the learnings being developed in the remedial program.

Sub-Grouping Within Academic Classrooms

Encouragement is given to all teachers in all academic and applied areas to utilize sub-grouping within their classrooms when such grouping can facilitate the individual growth of students. English and Social Studies teachers probably utilize such sub-grouping to a greater extent than other areas and yet we find a

growing use of sub-grouping for reading development in specialized areas such as Science and Mathematics.

Teachers in all classes have the assistance of the Remedial Reading Teacher, Guidance Counselors, Department Heads, Vice - Principals and Curriculum Workers in developing methods of approaching their particular classroom reading problems. The data in the cumulative folders are available to all staff personnel and there is constant encouragement for the staff to utilize more fully these findings. It is important to remember that what has been said about the material base required for a program of reading development is as true for Math, Science, and other academic courses, as for Basic Course. If teachers are to do sub-

grouping, then they must have appropriate materials to use with these sub-groups.

In the Whittier Union High School District we have no feeling that the processes and procedures now being used in grouping students for reading development are in any sense final. We feel that the processes described in this article have assisted us in more fully maximizing learning for each of the young people who comes to our high schools, but we are not yet satisfied. We feel, however, that as long as we can keep our eyes sighted on the fullest growth for each student and our minds on the development of the most effective program better procedures will be evolved as our staff members work together toward more effective solutions.

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Should We Group for Reading in College?

by WALTER B. BARBE AND
JACK A. CARR

• JUNIOR LEAGUE READING CENTER
UNIVERSITY OF CHATTANOOGA

COLLEGES HAVE long been notorious for their unwillingness to accept the teaching procedures which elementary and high schools have tried and found to be successful.

Perhaps one of the reasons for this lag is that the philosophy of many colleges is to admit only those who are fully endowed, academically as well as intellectually, to do college work. Consequently, since some colleges can operate on this philosophy, other colleges have attempted to use the maintenance of this philosophy as their objective. While it may be a practical philosophy for some few selective, well-endowed colleges, it certainly is not realistic for the big majority of colleges. Both such colleges have the wrong idea about their function. Instead of trying to maintain an exclusive intelligentsia by excluding those who do not reach artificially high standards, the colleges might better consider it their purpose to educate those who apply for admission. This does not mean lowering of standards, but means providing for those students who have not, for one reason or another, achieved up to their potential. Those who are not prepared may take longer to complete the course of study, because of additional "refresher" or "remedial" courses, but if the stu-

dent is salvaged, rather than excluded, society will certainly benefit from the attempt.

Surprisingly enough, high schools have an almost diametrically opposite point of view. Instead of excluding those at the bottom of the scale and working only with those at the top, all effort is extended to increase the ability of poor students and the bright students are left alone because they can already achieve up to the average. Neither procedure is to be commended, but certainly a more realistic approach would be to follow one procedure or the other in both high schools and colleges. A still better plan would be to group within classrooms as well as across class lines and to instruct students at their level at both high school and college levels.

Types of Grouping

Grouping is not a new educational idea. It has been tried many times in the past and has met with various degrees of success and failure. The important thing to remember is that grouping is only an administrative procedure, and that good teaching is still the essential requirement for a successful program. Grouping may make teaching easier, or the rate of progress of the group faster, but will accomplish nothing alone.

The most common type of grouping is that based on innate ability or intelligence. Some colleges have used test scores as the single criterion by which a student is placed in a particular group. The Army in World War II in the Army Specialized Training Program (A.S.T.P.) assigned men to different groups on the basis of a score on a particular test and held the men to these groups, regardless of evidence that men were in some instances placed in a group which operated at too high a level, and in other cases where the group was operating at too low a level for a particular individual. This type of rigidity in any method of grouping is one of the basic weaknesses of such programs. Colleges continue to use ability grouping, many times effectively so, and the students sometimes naturally separate themselves ability-wise because they have come to realize that standards are higher in one particular class than in another.

Achievement in a particular subject is sometimes used in colleges to group those students who have ability in a specific subject. This is seen in English classes, where the students scoring high on a particular English placement test are placed in one group, and those scoring low are placed in a remedial group. This happens naturally in higher level courses, where the poorer students either have dropped out or do not take as elective those subjects in which they feel they cannot succeed.

A method sometimes used, but not always recognized as such, is to

group by reading level. This makes instruction considerably easier for the assignments can be expected to be read and understood at somewhat the same degree of mastery as well as at somewhat the same rate. Many colleges administer the Cooperative English Test, which measures several aspects of reading, and then group by the results of this test. Without realizing that they are doing so, they are grouping by reading level.

These various methods of grouping are only conceptual ideas which need to be considered before effective grouping of any type can be undertaken. There are many critics of any type of grouping, as well as many strong advocates of both complete and partial segregation of students by either achievement or ability levels. Regardless of one's attitude toward grouping in all areas, it is a well accepted fact that grouping for reading instruction at the college level is a necessity.

Organizing Reading Groups

The initial steps in grouping are entirely administrative problems. Grouping alone, however, will accomplish little. The mere existence of groups, on somewhat the same reading level, is too often credited with being an acceptable practice of providing for poor readers. If those who are responsible for teaching the students, either in the heterogeneously grouped class or in the specially grouped class, do not recognize that instruction must be geared to the student's own level, no administrative plan will be of any particular

value. This means that any plan for grouping students at the college level for instruction in reading must be accepted by both the administration and the faculty as a feasible way of providing for all the students. If those faculty members who are responsible for instructing the students adopt a "wait and see" attitude, there is little likelihood that they will be able to adapt their instruction to the various levels which they are certain to find among their students.

Regular college entrance testing is probably the beginning place in which to determine the level at which the students are reading. Merely a total reading score may be sufficient at this point, although scores on vocabulary, reading rate and read-comprehension are more helpful. These scores will indicate the degree of difficulty, and the number of students who are in need of help. Such scores are not to be used as diagnostic measures, however, and further testing is absolutely essential. Even though it may seem that a vocabulary and a reading rate and comprehension score would be enough to group students on, the pressures under which beginning college students must take such tests frequently render the scores worthless for diagnostic purposes. The scores on regular entrance tests should be used only as a guide, or possibly for temporary placement, and should never be used as the final determining factor as to the group in which the student should be placed.

All college students can benefit

from reading instruction. The program, to be really effective, should include the bright students as well as those who are more limited in ability. In many instances college reading programs have claimed that their greatest effectiveness and primary value has been with the superior student. All students, and college faculty members as well, can benefit from reading instruction. If the program is to be as effective as possible, provisions should be made to provide for different levels of reading ability.

Many colleges, particularly those just beginning a college program, cannot include all groups in their program. This is an administrative problem which is, in practice, very real. It is better to attempt only one phase of such a program, however, than to haphazardly attempt to reach all levels and to fail to be of benefit to any of the students. Essentially, colleges must recognize that their students are on different reading levels and that instruction in reading is far more effective and much easier when the students are grouped for this instruction according to their particular needs.

There are three distinct phases of a college reading program. To attempt any one of these phases is a big undertaking. To attempt all three, without first having the experience of only one phase, is a tremendous undertaking. To attempt a college program without recognizing these three phases is almost a certain guarantee of failure. These three phases of the college reading

program are noted as follows:

1. The remedial phase for students who cannot do college work without first learning how to read better.
2. The phase for students who have the usual problem of not being able to read rapidly with good comprehension.
3. The phase for students who are already good readers, but with only a limited amount of training can read better.

The remedial phase of a college reading program should include those students who have not learned the basic reading skills at an earlier grade level. This group is usually characterized by those students of intellectual ability below that of the college average, by students who come to college from a poorer environmental background and who have weak academic training, particularly in English. They represent the group now flooding colleges who would never have been admitted to college twenty-five years ago.

If such students are admitted to an institution of higher education, it becomes the responsibility of the college to make provisions in order that they can do successful work in college. Remedial reading should be the core of such a program. A reading program that does not separate its remedial phase from that designed for average and superior students can expect to meet with little success.

The remedial group should consist of students, not necessarily of low intelligence, who have failed to master basic skills in reading. When

the instructor attempts to teach such a group he must realize that the skills he is teaching are not at college level, but are skills which were either taught earlier and forgotten by the student or were never taught at all. He must recognize that the class is on a lower level and he must teach at this level, always attempting, of course, to bring as many as possible up to college level reading as fast as possible.

Students enrolled in this class must carry a lighter college load of courses. The reading work is most likely non-credit, although in some instances strong arguments have been set forth for giving credit. Most likely, however, the course will be non-credit. For this reason, many students try to take a full-load, plus the remedial reading course. This defeats the purpose of the course to begin with for these are the students who should have had a lighter load and when reading is added to their already over-burdened day their failing in college is actually hastened. The remedial reading course should be counted as another full-time subject, even though it may be non-credit. The barest minimum number of courses to maintain full-time status should be scheduled, plus the reading courses. In doubtful cases, an even lighter load should be carried along with the remedial course.

Grouping to Improve Rate and Comprehension

The second phase of the reading program, and the one in which there is the greatest success, is that phase

which deals with improving reading rate and comprehension. Students in this program consist primarily of average college students. The term average is used intentionally for it is meant to imply that the average college student is badly in need of knowing how to read faster with better comprehension. The program should also include teaching students how and when to adapt the rate of their reading to the purpose and type of material being read. This phase is not intended to include remedial instruction of basic reading skills, however, and if college students are included who need remedial work the program will soon bog down because of the great range of skills which the instructor is attempting to cover. Students in this type of program can usually carry a full load of academic subjects, and will frequently be able to use class assignments in other subjects as reading material on which to practice the skills being taught in the reading program. If remedial reading cases are enrolled in this type of program, instead of becoming better readers they will become poorer. The pressure to read faster is effective only with those students who already have mastered certain basic reading skills.

Reading Improvement for Good Readers

In almost all college reading programs which have been open to all students who wish to be better readers, an abundance of good readers appear. Why do these already good

readers wish reading improvement work? Because they wish to be better readers. It is a proven fact that practically all of us can become better readers. The length of time good students need for improvement is usually very short; sometimes only eight or ten one-hour lessons. When these students are with either the regular reading improvement course, or with the remedial group, they tend to discourage the others and to resent the slow pace at which the course must necessarily move. When grouped together they stimulate one another and do not consume as much time of the instructor, thereby releasing him for more work with other students.

Summary and Recommendations

There is an undeniable need for reading improvement instruction at the college level. Research has clearly indicated that such work can be highly effective. It is of great importance that those working with college students in reading recognize that grouping is necessary. Essentially, three groups stand out and the type of instruction for each group should differ. The remedial group should be concerned with teaching basic reading skills. Emphasis in the next group should be improving rate and comprehension in order that the student may become a more effective reader. The third group should consist of the already good readers, and should aim instruction at making them even better readers. When the students are grouped in this manner, instruction can be most effective.

THE CLIP SHEET

NANCY LARRICK

Random House, Inc.

Reading Aids

First Steps in Reading English. A First Book for Readers to Be by Christine M. Gibson and I. A. Richards. A book for learning how to read English even though the student speaks only a little of the language. Pocket Books, 35 cents.

THE SRA Reading Laboratory by Don H. Parker consists of 150 carefully graded reading selections—15 on each of ten levels of difficulty, Grades 3 through 12. Each selection is accompanied by exercises in comprehension, word study and vocabulary. Selections are taken from well-known authors and include illustrations that appeared in the original books. Each student corrects his exercises and charts his progress in comprehension, vocabulary, and reading rate. One Reading Laboratory serves an entire class. A student record book is needed for each pupil. Price, \$39.50. Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill.

In the Audio-Visual Department

Gregory Learns to Read (28 min. 16 mm. sound motion picture) shows how these word recognition techniques can be taught effectively: sight, vocabulary, picture clues,

structural analysis, phonetic analysis, syllabication and dictionary skills. For teachers and parents. Prepared under the direction of such outstanding consultants as Gertrude Whipple, William S. Gray, and Arthur I. Gates. Price: Color, \$325; black and white, \$135. Preview prints available from the Audio-Visual Materials Consultation Bureau, College of Education, Wayne State University, Detroit 2, Michigan.

The Hunter and the Forest (8 min. 16 mm, black-and-white sound motion picture) tells its story entirely through pictures, natural sounds and music—no words. This film has been used effectively in both elementary and secondary school as a stimulus to creative writing as reported in the March, 1957, issue of *Elementary English*. Other films by the same talented Swedish photographer, Arne Sucksdorff, include: *Adventures of a Baby Fox*, *The Bear and the Hunter*, *Gray Gull the Hunter*, and *People of the Reindeer*. Sale prices range from \$50 to \$75 each. Encyclopaedia Britannica Films, Wilmette, Illinois.

Picture Book Parade, a series of 14 motion pictures based on such

outstanding children's books as *Andy and the Lion*, *Hercules*, *Make Way for Ducklings*, *Millions of Cats*, *The Story About Ping*, and *Georgie*. As you view one of these films, you see a moving picture of the illustrations of the book and hear the text read by an expert story teller. Music, sound effects and movement are very convincing. For sale or rent from Weston Woods Studios, Inc., Westport, Connecticut. Purchase prices range from \$25 to \$50 for black and white prints, \$50 to \$100 for color prints. One day rental charges range from \$2 to \$5.

Speeding Reading, a new series of films designed to increase speed, comprehension and retention at the high school or junior college level. The complete set of materials consists of an introductory sound film, 12 silent practice films, teachers' manual and students' workbook. Visual Education, Inc., 414 Mason Street, San Francisco 2, California. Price: \$226.

Wake Up and Read

Wake Up and Read! will be the slogan of a nationwide reading-promotion campaign to be launched this winter under the auspices of the National Book Committee and co-operating organizations. The culmination of the campaign will come during the week of March 16-22, 1958, which has been designated as National Library Week. The purpose is to encourage the people of America to read more widely and more steadily, through home, public

and school libraries. Groups and community organizations of all kinds are joining publishers of newspapers, magazines and books in a tremendous effort to encourage the American people to enjoy the printed word more fully. There will be nationwide advertising and publicity through all communication media.

State presidents of the American Library Association will serve as state chairmen for the campaign with city and county chairmen serving under them. School officials, teachers and reading consultants are urged to get in touch with state and local committees for the most effective cooperation. For a fact sheet about the Wake-Up-and-Read Campaign and National Library Week, write the National Book Committee, 24 W. 40 Street, New York City.

Encyclopedia

Invitation to further reading might be given as the organization plan of *Our Wonderful World*, 18-volume children's encyclopedia, published recently by Spencer Press, an affiliate of Sears, Roebuck Co. Instead of the usual A-to-Z arrangement of material, *Our Wonderful World* groups its articles by theme. Volume 18 is the index for the entire set of books. Look up "coral," for example, in the index, and you will be referred to a section in Volume 13, entitled "Water Animals Without Backbones." Immediately after this section, made up of several different articles, is another group of articles under the heading "The

World of Fishes." The reason for this grouping is to encourage young readers to continue beyond the immediate subject to related material that is equally interesting. Most of the articles in this set of books are reprints from children's books, simple adult books, and magazine articles. Each reprint is preceded by an introduction explaining the source in very tempting and inviting phrases, again with the hope that children will read further.

Following each section of related articles there is a list of other references in *Our Wonderful World* which deal with the same subject as well as further reading in other books and magazines.

Editor-in-chief of *Our Wonderful World* is Dr. Herbert Zim of the University of Illinois.

Subject Guide

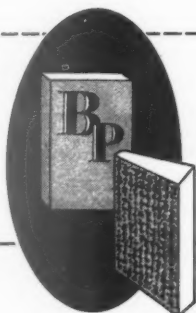
Subject Guide to Books in Print, published in October by the R. R. Bowker Co., is a revolutionary new tool in the book world. Look up any subject—snakes, intercontinental ballistic missiles, or cooking—and you will find a list of the books available on the subject in 1957. Then turn to the title listing in *Books in Print* and you will find author, publisher and price of each book. Both the *Subject Guide* and *Books in Print* are revised annually. Over 30,000 subject classifications and 20,000 cross references are included in the *Subject Guide*. R. R. Bowker Co., New York—\$17.50.

Arrow Book Club. A paperbound

book club for elementary school readers was launched this fall by Scholastic Magazines. This new club, to be known as the Arrow Book Club, will be a sort of junior edition of the Teen Age Book Club. Members may enroll through book clubs set up in the various schools under teacher guidance. Each member will be given a choice of books to be paid for when the books are delivered. The price will be 25 or 35 cents per copy. Among the titles in the first selection list will be *Clarence the TV Dog* by Patricia Lauber, *Miss Pickerell Goes to Mars* by Ellen MacGregor, *Mystery of the Piper's Ghost* by Zillah K. MacDonald, *Oliver Becomes a Weatherman* by Jack Bechdolt, *A Chimp in the Family* by Charlotte Becker, *Boy on the Mayflower* by Iris Vinton, and *Your Own Joke Book* compiled by Gertrude Crampton.

Poetry for Children will be the theme of the December issue of *Junior Libraries*, monthly magazine published by the R. R. Bowker Co., 62 W. 45 St., New York. Guest editor for this issue will be Frederic G. Melcher, founder of Children's Book Week and donor of the Newbery and Caldecott Medals.

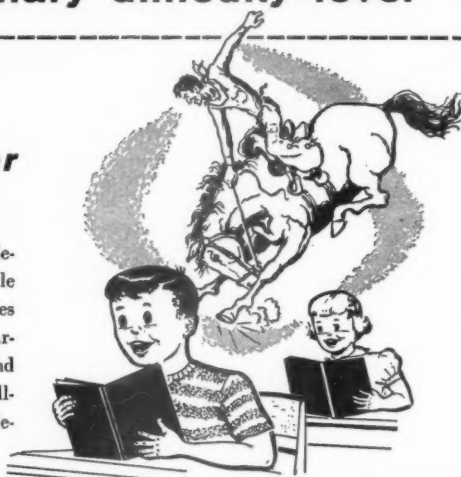
Reading in the Total School Program will be the theme of the 15th Annual Reading Institute of Temple University, January 27 through 31, 1958. For information, write The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pa.



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Buttons at the Soap Box Derby	Grade 3	1.60

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What RESEARCH Says to the Reading Teacher

BY

AGATHA TOWNSEND

- KUTZTOWN STATE TEACHERS
COLLEGE, PENNSYLVANIA

THE MATERIALS of this month's column constitute the second installment of the report of current research which is based on the work of the IRA Committee on Studies and Research. Like the first installment, the materials included here comprise studies which have been brought to completion, but which had not yet been formally reported in the school year of 1956-57, when data were forwarded to the Committee.

The studies have been classified under the following headings: Remedial Reading (elementary grades); Developmental and Remedial Reading (for high school, college, and adult readers); Reading Readiness; Phonics; Reading Methods and Materials; and Miscellaneous Factors Related to Reading Achievement.

Remedial Reading in the Elementary Grades

ABRAMS, JULES C. The effect of chloropromazine in helping retarded readers profit from remedial instruction. Groups receiving instruction made more progress than those re-

ceiving only the drug, while the group receiving both the drug and instruction has made the most progress.

BERKOWITZ, MRS. PEARL H., 46-36 Hanford Street, Douglaston, New York. To determine the effect of schizophrenia upon learning to read and to develop special methods for such children. Schizophrenic children vary considerably in maturation levels. Many show poor motor performance and poorly developed dominance. They seem to learn difficult words more readily than simple ones and to make most progress when a personally selected bizarre vocabulary is used as a basis for individualized, original reading materials.

BERWICK, MILDRED M., 4 Klondike St., Nashua, N. H. The values of teaching reading to slow learners using a basic vocabulary of words having multiple meanings. A variety of meaning concepts is presented for each word. Results indicate that practically all retarded readers learn the 52-word basic list.

BLUMBERG, MRS. FLORENCE, 304 S. Buckhout St., Irvington-on-Hud-

son, N. Y. Working with groups of non-English speaking pupils and non-readers. The non-English speaking group needs a variety of verbal experiences. Non-readers apparently profit from drill.

KASDON, LAWRENCE M., Language Arts Consultant, Territory of Hawaii, Department of Public Instruction, P.O. Box 2360, Honolulu 4, T. H. An attempt to determine the effect of remedial reading training upon verbal intelligence quotient. Informal results indicate no change in verbal intelligence among third and fourth graders due to one year's remedial instruction.

SIMMS, THELMA, 80 Wadell Ave., Elm Grove, W. Va. The values of an individualized reading program for poor fourth - grade readers. Children seem to respond to this approach.

WENKERT, HELEN, 26 Russell Ave., Bethpage, N. Y. The effect of 12 hours tachistoscopic training (Timex) upon intelligence test scores and oral reading. Experimental group apparently shows gains in reading accuracy.

Developmental and Remedial Reading for High School, College, and Adult Readers

ARMSTRONG, MRS. FRANCIS G. The Hill School, Pottstown, Penna. To establish the values of a course in reading improvement for twelfth graders in a college preparatory school. Gratifying improvement was shown by both good and poor readers.

COURTNEY, BROTHER LEONARD,

F.S.C., Saint Mary's College, Winona, Minn. Exploring the type of reading known as "Integrating Dispersed Ideas" (Van Wagenan-Dvorka). Intelligence seems to be related somewhat to accuracy in this reading skill.

GAINSBURG, JOSEPH C., Chairman of Committee for constructing a reading curriculum for New York City junior high schools, New York 24, N. Y. Preparing a curriculum for junior high school for improving both informational and appreciative reading skills. Manual now ready in mimeographed form.

GRAF, MRS. ROXIE C., Sussex Hall, Dobbs Ferry, N. Y. The effect of a reading improvement program upon the grades of high school students with average grades and reading skills. A number raised their grades to honor roll status.

LAMPARD, DOROTHY, Faculty of Education, University of Alberta, Alberta, Canada. To explore the relative merits of two methods of teaching critical reading to business men and women. Communications course seems as effective and to possess better holding power than machine approach.

PORTER, MRS. NELLIE M., Central Sr. High School, Kansas City, Mo. The values of a reading improvement course for high school students. Improvement in grades as well as subjective attitudes appeared as a result.

ROMANO, LOUIS, Director of Instructional Services, Shorewood Public Schools, Shorewood, Wisconsin.

sin. Explored possibilities of improving rate and comprehension by use of the Timex and the Controlled Reader. Students in grades 9, 10, and 11 showed substantial gains in rate and comprehension. Those with high I. Q.'s made greatest gains.

SCHERKENBACH, LORENA M., Custer High School, Milwaukee 9, Wisc. Values of a course in reading improvement for average and superior readers. Majority show marked gains in rate and comprehension.

Reading Readiness

ELLIFF, MARY. Scott, Foresman and Co., 433 East Erie St., Chicago, Ill. To discover the relationships between school entrance age, and the ages and dates at completing pre-primer, primer, and first reader

reading levels. Data completed.

HEWITT, OLIVE R., 115 E. Wallace Ave., New Castle, Penna. To devise readiness materials for mentally retarded pupils of first grade level. Materials completed.

Phonics

HODGSON, GERALDINE, 1726 N. Troy St., Arlington, Va. To devise teaching materials for a planned course in phonics for third grade pupils as a supplement to a basic reading program. Materials completed.

PHILLIPS, MARY, Elementary Supervisor, Yeadon Schools, Yeadon, Penna. The values of an exclusively phonic method with a bright, retarded reader are explored. The child is showing good progress.

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What Other Magazines Say About READING

BY

MURIEL POTTER LANGMAN

Eastern Michigan College

DOLCH, E. W.—“Am I Teaching Phonics Right?” *Elementary English*, April, 1957.

Dr. Dolch presents some general principles which teachers may use to test their own teaching skills. Good phonics instruction does not emphasize word recognition at the expense of interest in reading content. When phonics comes before enjoyable reading experience many children form negative attitudes toward the entire reading complex. On the other hand, teachers should not be afraid to include word analysis in the reading complex in the belief that *any* skills instruction will inevitably destroy interest and motivation in reading. Interest and skills should develop side by side.

In discussing the teaching of phonics rules, he urges making phonics useful from the start—“Learn what we can use, and use what we can learn.” This means learning to use the rules at the time they are needed, in actual reading, not learning their application in a few exercises. All too often, the use of the rule will then be confined to the exercise book.

Dr. Dolch urges teachers to consider their techniques of teaching non-phonetic words as well as those that can be analyzed phonetically. Some non-

phonetic words deviate so far in pronunciation from spelling that the most effective way to teach them is to *tell* the word. Letting the child struggle in these cases destroys his confidence because there is no likelihood of his succeeding alone. A second class of words that are non-phonetic “at the moment” are the ones for which the child does not as yet have sufficient word analysis skills; they contain elements which are to be taught later. This means that many genuinely phonetic words are non-phonetic to first-graders, others to second-graders; and, in fact, the same words may be analyzed successfully by some children in a group, but “non-phonetic” for others in the same group. “Any sounding curriculum that assigns certain sounds to certain months of certain grades and expects all children to have reached the same stage of learning will fail utterly at this point.” Some children seem to have a natural capacity for word analysis. They notice similarity in beginning sounds, hear rhymes, and are interested in words and sounds generally. This interest usually shows itself even before school entrance. Others lack this capacity to such a degree that even though exposed to the idea of the relationship between

letters and sounds throughout elementary school years, they fail to grasp it. These children lack "ear" for sounds as some people lack "ear" for music. This is not to say that they cannot learn these relationships. Their extreme difficulties often arise through early experience of failure. They do require more specific help and more encouragement and moral support than the first group, who frequently are far ahead of the teacher's plan. A wide spread in phonics skills is natural if each child is working to capacity.

Children should be led to discover very early that phonics is a help. They need constant reminders of the way in which a particular bit of phonics information can help, and they need these reminders at the specific moments when phonics problems occur. The teacher or a child who is a skillful reader can help most by being at hand to offer the assistance just when it is needed. Children should also find learning phonics skills a challenge. The appeal of the new must be part of motivation to learn.

Dr. Dolch urges the teaching of inference from context as a means to help children work out words phonetically. A good, sensible guess can be checked by phonics analysis. "Teaching phonics right includes teaching use of context." He also urges that there are times for careful phonetic analysis and other times for reading rapidly and getting meaning without elaborate analysis.

ARTLEY, STERL—"Progress Report on the Champaign Reading Study 1952-55; Review and Discussion," *Elementary English*, February 1957.

This detailed analysis of a highly publicized and controversial reading program points out weaknesses in its design and in the conclusions drawn from its findings. Dr. Elizabeth B. Squires of the Champaign Board of Education answers these criticisms. From her comment—"That any reader of the Progress Report should have (harbored) . . . the delusion that a final word had been spoken on so complex a matter as teaching reading or that the material used was a return to phonics is sincerely regretted by those . . . (who) planned and executed the Champaign study."

SPARKS, PAUL E. AND LEO C. FAY—

"An Evaluation of Two Methods of Teaching Reading," *Elementary School Journal*, April 1957.

The purpose of this study was to observe differences in beginning reading success when emphasis is placed either on phonics or on comprehension. In one public school in Louisville, Ky., beginning reading instruction was carried on by the use of *Phonetic Keys to Reading* (Economy Company); in a second the *Basic Reading Program: Curriculum Foundation Series* (Scott Foresman) was used. Grades I-IV were the subjects, with more than 400 children under study in each school. When they were compared grade for grade, after a controlled program extending from September until April, the first and second grade children taught with emphasis on phonics excelled the other group on a standardized reading test. At third grade level there was no longer a significant difference in achievement between the two groups. By fourth grade there was

no significant difference between them in reading speed, and those taught with the Scott Foresman materials excelled in reading accuracy. At this level there was no difference in spelling achievement.

The investigators examined the differences in the two programs, and concluded that their study shows no evidence that either method (. . . if *method* can be equated with materials used . . . MPL) is superior to the other. They suggest that their study refutes the widely made criticism that phonetic training is neglected when reading is taught by the use of a basal reading series. They suggest that the study demonstrates that phonetic training is not a panacea for problems of reading instruction. They question the value of using *Phonetic Keys to Reading* either as supplementary or basal reading instruction material.

HUUS, HELEN—"How a TV Program Can Be Used as a Springboard to Further Reading." *Elementary English*, February 1957.

An article full of concrete examples and teaching suggestions.

MURRAY, C. MERRILL—"Selecting a School Dictionary." *Elementary English*, May 1957.

Contains a carefully annotated and hence very useful list of text and trade edition dictionaries for children's use. There are two sections, Picture Dictionaries and Intermediate Grade Dictionaries.

STAHL, STANLEY, JR.—"An In-service Approach to the Improvement of Developmental Reading Instruction." *Elementary English*, May 1957.

A discussion outline, with references, organized around the fundamental skills in reading and instructional techniques for their mastery.

HILDRETH, GERTRUDE—"New Methods for Old in Phonics." *Elementary School Journal*, May 1957.

Dr. Hildreth discusses synthetic and analytic methods of sounding out words, and concludes there is no evidence of the superiority of either.

WHEELER, LESTER R., and EDWIN H. SMITH—"A Modification of the Informal Reading Inventory." *Elementary English*, April 1957.

This article describes a procedure for supplementing standardized tests in order to find a child's reading level and select books to match his reading ability.

ANDERSON, MARION A., and RALPH C. STAIGER—"Language Arts Research, 1956." *Elementary English*, April 1957.

This long classified list of studies on various aspects of reading and language should reassure us about the actuality of our growing knowledge of the nature of the reading process and techniques of instruction in reading.

MANN, HELENE POWNER—"Some Hypotheses on Perceptual and Learning Processes with Their Applications to the Process of Reading: A Preliminary Note." *Journal of Genetic Psychology*, June 1957.

This study of the results of a college reading improvement program is too long to review here, but will be of the greatest interest to teachers of similar programs because of its effort to evaluate changes in students both statistically and clinically.

Interesting BOOKS for the Reading Teacher

BY

HARRY T. HAHN

Oakland County Schools, Michigan

Parents are Partners

Goldenson, Robert M., *Helping your Child to Read Better*, New York: Thomas Y. Crowell Company, 1957. Pp. 320. \$3.95.

AT A TIME when ambivalent feelings regarding reading instruction tend to prevail, Mr. Goldenson has made a significant contribution towards better home-school relationships. In a readable, though somewhat pedagogical style, he offers an excellent interpretation of the way reading is taught in most of our schools and shows why various practices and materials are employed. Furthermore, he offers pertinent counsel and specific advice to parents on the ways they can assist the school at each grade level. The text should leave most readers with a high regard for current instructional practices and a deep respect for talented and creative teachers.

This is a much needed book. There has been ample evidence that more than a few educators have persisted in making parents silent rather than working partners in the total school program. The comment, "Don't worry, he will learn to read," doesn't resolve the anxieties of parents nor the needs of children. Obviously, a "do nothing" policy cannot be condoned by the

possibility that some over-anxious parents may place too much stress on reading improvement. The latter will probably do this anyway. Many parents who desire a course of positive action will appreciate this book.

The author has endeavored to show the many different problems children and teachers experience in their school work. He explains the different ways well trained teachers overcome these difficulties and how they attempt to meet individual needs. He also alerts fathers and mothers to sound practices for guiding the superior, average and retarded readers at home. His suggestions are imaginative, vital and interesting. Many would be fun to try. Parents can become working partners!

The author does not take sides on the "look-say" versus the "phonetic" controversy. On the contrary, he recognizes the virtues of both approaches and believes that they must become an integral part of the total reading program. He supports the concept of a systematic reading skill development program but also extols the importance of individual reading and creative activities normally found in a well-rounded language arts program.

This is not a book which parents will want to read from cover to cover. Instead, it is a valuable reference to

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be consulted year after year throughout a child's school career. This writer feels that Mr. Goldenson's suggestions for high school youth are as sound as those made for primary grade children.

Teachers also will find this an excellent reference. By giving them an excellent over-all view of the way reading is taught in all grades, it should make some teachers more sympathetic and understanding of the work of their colleagues, particularly high school teachers. It also provides ample suggestions which can be shared with parents. The book could make PTA meetings less of a chore.

Child study and other adult discussion groups will find that Mr. Goldenson offers ideas for stimulating meetings. Like many authorities who are concerned with the broad interpretation of child growth and development, the author does not limit his remarks to the skill program alone. His suggestions on physical as well as mental health could serve as a springboard for many related discussions.

Mr. Goldenson does not attempt to explore the field of children's literature as thoroughly as Phyllis Fenner in *PROOF OF THE PUDDING* (John Day, 1957), a book we reviewed in the last issue. However, at the close of each chapter in a section called "Question Roundup," he answers many queries posed by parents. Under those having to do with kinds of stories, poems, magazines and other resources for children, he lists books for reading to and by young people. His selections are excellent.

Two chapters of particular interest to this writer were: "Better Spelling-

Better Reading" and "Everybody Can Read Faster and Better." Many parents are anxious to explore these topics, particularly those with children in high schools. It is evident that the author has made a comprehensive report on some of the sound practices which are needed to develop the many possibilities for reading improvement. In fact, many adults could profit from his suggestions on comprehension, rate of reading and the word power as given in the final chapter.

Mr. Goldenson has endeavored to document his remarks and reveals a thorough understanding of the current philosophy of reading instruction. It would be wonderful if many of the vocal but poorly informed critics of our schools could share his experiences.

HARRY T. HAHN

OAKLAND COUNTY SCHOOLS

Improving Reading at the Secondary Level

Strang, Ruth and Dorothy K. Bracken, *Making Better Readers*. Boston: D. C. Heath and Company, 1957. Pp. 338. \$4.75.

THE AUTHORS of this book have made a very significant contribution in the field of secondary school reading. As they state in the preface to the text, "This book was designed to help prospective teachers and teachers-in-service to understand reading and ways of futhering it, and help every member of the school staff to see more clearly his responsibility as part of the total reading program."

This is a book that a faculty in any school can study as a group throughout a school year. It not only provides the

technical information necessary but also practical and clearly explained procedures for implementing the program. Teachers, curriculum directors, and principals will find the book of invaluable assistance as a guide in organizing a whole school attack on reading problems.

Teachers often claim that they do not know how to teach reading and that they do not know how reading is taught in the grades. The authors explain in sufficient detail the progression of instruction in reading from pre-school readiness to instruction in the content fields in the secondary schools. Careful study of the text will supply teachers with the necessary understanding of the problems involved in the teaching of reading. The style is such that intelligent lay people can read the book successfully.

A common criticism of many textbooks in reading is that the authors never get the reader down to earth. This is not so with this new Strang-Bracken text. Every effort, it seems to me, has been made to maintain a thoroughly realistic point of view. For example, in discussing the diversity of reading ability and interests, they provide more than adequate examples of procedures that teachers can use in providing for these differences. What they suggest can be successfully achieved in any school if the teachers are determined to do something about improving reading skills.

Chapter three discusses the high school reading program. This is perhaps the most important chapter because in it the authors point out specifically and at the same time

realistically, what can be done in high school to develop a functionally and productively sound all-school reading program. Special care is taken to discuss detailed steps which teachers in all content fields can take to fit themselves and their courses into the total reading improvement program. The areas in reading specifically characteristic of the upper grades such as critical reading, informational reading, and highly developed comprehension skills are developed with sufficient detail to start teachers off on a sound program.

The material dealing with word attack skills is extremely valuable. Not only are the skills listed, but also practical and interesting techniques are suggested that will aid in teaching these skills.

While the authors recognize the unique position of the language arts in the reading program, they have not placed less responsibility on other content fields. They believe that improvement in reading is strictly an all-school problem and that successful programs depend upon the extent to which all teachers in the school participate in it.

There are several good books on secondary school reading, but this one is particularly useful because of its systematic and logical arrangement of materials. Its clear and lucid prose style makes it particularly useful to teachers who do not have the time to wade through technical and complicated treatments of reading.

ROBERT BEAUCHAMP
PONTIAC HIGH SCHOOL

Reading and the Language Arts

Abraham, Willard, *A New Look at*

Reading: A Guide to the Language Arts, Boston: Porter Sargent, 1957. Pp. 254. Cloth-bound, \$3.50; paper bound, \$2.75.

SELDOME DOES one find a volume that has such wide appeal and at the same time offers specific help to the individual.

Dr. Abraham gives us an insight into the many facets of this book in his dedication

"To the children: those who like to read, write and speak and those who don't—to their teachers and future teachers: who sometimes forget the frustrations and difficulties of their own childhood—who are willing to try new techniques and materials—and to parents: who want the best of everything for their youngsters—and the educational experiences that will make them well-adjusted adults in a world much in need of their contributions."

The close tie between reading and the other language arts is stressed. A considerable amount of emphasis is placed on listening skills and an inventory of these skills is included for the help of the teacher and the parent.

Dr. Abraham has included pertinent material selected from articles prepared by Dr. William S. Gray, Dr. Nila Banton Smith, and Dr. Paul Witty.

The bibliography covering all the language arts is extensive and most inclusive. This book is not designed to be used as a text for the teaching of reading but as a general aid to understanding the language arts program.

Teachers will wish to have this volume in their professional literature collection and parents will find it most

helpful as an aid to understanding their children's school program.

LEONARD W. JOLL
HARTFORD, CONNECTICUT

Backwardness in Reading

Vernon, M. D. *Backwardness in Reading*. London: Cambridge University Press, 1957. Pp. 228. \$4.75.

THIS BOOK contains a scholarly summary of investigations related to backwardness in reading. Studies are summarized in regard to visual perception, auditory perception, the nature of reading disability, innate factors as causes of disability, the relation of various acquired defects to reading disability, the effect of environmental factors, and the cure of reading disability.

Careful discrimination is shown in Dr. Vernon's selection and presentation of investigators' conclusions. Her evaluations of evidence are fair and clear and to the point. Her conclusions are succinct and well-founded.

In the midst of so many controversial issues and so much confused thinking in regard to the causes and treatment of reading disabilities, this book comes as a salutary contribution. There was a great need for pulling together and interpreting the research which has been done in the various fundamental growth areas as related to reading failure. Dr. Vernon's book meets this need most adequately. Every psychologist, college instructor and teacher who deals with remedial reading or retarded readers should have this valuable book in his personal library.

NILA BANTON SMITH
NEW YORK UNIVERSITY

PRESIDENT'S REPORT

BY **ALBERT J. HARRIS**

I AM VERY pleased to be able to announce that Dr. Russell G. Stauffer has been appointed Editor of **THE READING TEACHER**, effective with the very next issue. Dr. Stauffer is Director of the Reading-Study Center and Acting Dean of the School of Education at the University of Delaware, Newark, Delaware. I have full confidence that he will prove to be a most capable editor and that this magazine will maintain and increase the prestige and respect it has won under its two former editors, Nancy Larrick and J. Allan Figurel.

THE READING TEACHER, without a regular editor for two issues, was most capably carried on by Nila Banton Smith and the other members of the Publications Survey Committee.

The Board of Directors met in New York on Sept. 15 and 16, and found much to be pleased about in developments since the Annual Meeting last May. Financially we have wiped out a deficit and ended our first full fiscal year with a small surplus. Responses to membership renewal requests and to a summer membership campaign were quite encouraging. The new office in Chicago is functioning efficiently.

Three new committees were authorized. The Membership Com-

mittee will concentrate on ways of locating potential new members and getting information about I.R.A. to them. The Organization Structure Committee will study the interrelations of local and intermediate councils and our central organization. A Reading and Television Committee will follow up the questions and problems raised in the October, 1957 issue of **THE READING TEACHER**. It has been a heart-warming experience to send out over a hundred invitations to serve on our committees, to very busy people, and to receive almost one hundred per cent acceptance. The list of committee members is printed elsewhere in this issue.

Our Organization Committee has done so well in helping new reading councils get started in the U. S. and Canada that we have decided to try to extend operations to Great Britain.

Elsewhere in this issue you will find the details of Spring programs to be co-sponsored by I.R.A. with other educational organizations.

Our annual Conference will take place in Milwaukee on May 9 and 10, 1958. Local arrangements will be in the capable hands of Miss Lorena Scherkenbach, president-elect of the Wisconsin Intermediate Council, and a large and enthusiastic

corps of volunteers. Harold S. Vincent, Superintendent of the Milwaukee Public Schools, and Msgr. Edmund Goebel, Superintendent of the Milwaukee Archdiocesan School, are Honorary Co-Chairmen. A two-day program crammed full with timely and significant meetings is being planned. More details and registration forms will be printed in the February issue, and the detailed program will appear in our April issue.

The Elva Knight Research Fund is nearing the \$2,000 mark. We plan to keep this fund intact until the principal exceeds \$10,000, and then to use the interest to support research studies sponsored by our Research Committee. Donations to this fund

may be sent to our Chicago office at any time.

I.R.A. will grow and gain in strength as it meets the needs and fulfills the wishes of its members. If you have ideas, suggestions, or critical comments, send them in. You can help to shape the policies and program of this organization, both as an individual and through council activities.

This spring election will take place for a president-elect and three directors. Dr. William S. Gray, who is chairman of the Elections Committee, has asked me to convey the message that his committee will welcome suggestions from the membership and especially from affiliated councils.

Follow the leaders...

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I.R.A. CO-OPERATIVE PROGRAMS WITH AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Two meetings will be co-sponsored with the International Reading Association and the American Association of School Administrators this year. The topic to be discussed at both meetings is "Issues Faced by Administrators in Adjusting Reading Programs to Today's Needs."

<u>Dates</u>	<u>Places</u>	<u>Chairmen</u>
March 10, 1958 2:30 - 4:30 P.M.	San Francisco	Dr. David H. Russell
March 31, 1958 9:30 - 11:30 A.M.	Cleveland	Dr. Albert J. Harris

COUNCIL NEWS

MARY C. AUSTIN

Harvard University

Local and Intermediate Councils are requested to send news of their meetings and plans for the future to Dr. Mary C. Austin, Graduate School of Education, Harvard University, Lawrence Hall, Kirkland Street, Cambridge 38, Massachusetts.

Three Local Councils whose By-laws and charter applications were approved by the Organization Committee during August and September are extended a warm welcome at this time:

Maryland

PRINCE GEORGE'S COUNTY READING ASSOCIATION, Mrs. Stella Spicknall, 12015 Old Gunpowder Rd., Beltsville, Maryland.

Ohio

ALLEN COUNTY CHAPTER, Mrs. Mary H. Baechler, Sec.-Treas., 1751 Spencerville Rd., Lima, Ohio.

HAMILTON COUNCIL, Mrs. Roy Schmitt, Sec.-Treas., 643 Emerson Ave., Hamilton, Ohio.

California Meetings

The newly organized San Francisco-Bay Council held its first fall meeting in early October. At that time the membership was presented with a panel discussion on the pur-

poses of the Council in relation to its affiliation with the International Reading Association.

The summer activities of the Bay Council included two lectures on July 9 and 11, with discussions and demonstrations by Miss Genevieve Arntz on "Aids to Reading and Spelling." Miss Arntz, of Scott-Foresman Company, is an educational consultant for the elementary grades.

On July 18, the San Francisco-Bay Council members were invited to an informal reading hour and tea for parents of children with reading problems at the Reading Center of the College of the Holy Names. Mrs. Jean Ayers, Chief Children's Librarian at the Oakland Public Library, addressed the group on the topic: Parents Look at Reading.

The second meeting of the newly formed Shasta Council was held in Redding, California, on May 7. The membership of this group consists of thirty teachers representing four northern counties—Shasta, Siskiyou, Tehama, and Lassen. Following a brief business meeting the article "Children's Interests and Individual Reading" by Jeannette Veatch was reviewed by Beecher Harris, General Supervisor, Shasta County Schools. Alden Cockrell, Pacheco Elementary School, gave a report on the

experiment he is conducting on the self-selective approach to reading.

Hawaiian Activities

Reports of a busy summer comes from the members of the Ka Hui Heluhelu Council in Honolulu. Many of the group attended a Workshop in Reading at the University of Hawaii taught by Dr. George R. Carlson, Visiting Professor from the University of Texas. Other members registered for a course with Dr. Samuel Hayakawa who taught Semantics at the University of Hawaii. On July 25, the council along with the local chapters of the National Council of Teachers of English, the National Society for the Study of Communications, and the International Society for General Semantics sponsored a public lecture by Dr. Hayakawa who spoke on "Great Books Idolatry and Kindred Delusions."

Montana News

New officers were installed at the first fall meeting in September of the Midland Empire Reading Council. The meeting took place in the Children's Library at Eastern Montana College of Education. The second meeting will be held on the fourth Wednesday in January.

During the Seventh Annual Reading Conference on the College Campus in July, Dr. Willard Abraham, Professor of Education, Arizona State College, Tempe, Arizona, guest speaker for the conference, was a guest at the Midland Empire Council luncheon. Council mem-

bers heard Dr. Abraham's addresses at the conference on the following topics: "Reading Gobbledygook-1957 Vintage," "How Will Your Reading Program Stand Up Under Evaluation?", "Reading Problems at All Levels," and "Unfinished Business."

Ohio Meetings

The Defiance College Council of the International Reading Association is sponsoring an education workshop series throughout the year on the College Campus. The theme is "Parents and School Work Together." In October Dr. L. Thomas Hopkins, Professor of Curriculum, Teachers College, Columbia University, was the keynote speaker. He discussed the aspects of planning and evaluating the school curriculum. The November workshop featured Dr. Charles H. Wilson, author of *A TEACHER IS A PERSON* and superintendent of schools, Highland Park, Illinois. Dr. Wilson presented problems in administering today's schools.

The February workshop topic will center about motivating children to write. In April the Defiance College Chapter will hold its second annual reading workshop. Dr. M. Jerry Weiss, Faculty Coordinator of the council, has been designated program chairman of the April meeting. He reports that the theme probably will be "Motivating Children to Read."

The Euclid Reading Council arranged an I.R.A. luncheon during the Northeastern Ohio Teachers

Association Meeting in Cleveland on October 25. Dr. Warren Cutts, Director of the Kent State College Reading Center, addressed council members and guests.

The Ohio Council, an Intermediate Council, held a two-day conference on November 22 and 23 at the Miami Hotel in Dayton. The theme of the meetings was "Reading as a Thinking Process."

Dr. Martha Gesling Weber, president of the Ohio Council, presided at the sessions. A special welcome was extended to the audience by Mr. James Fain, Executive Editor of the *Daily News* of Dayton. Sessions were devoted to panel discussions and interest group meetings. Dr. William Baker, Buffalo State Teachers College, was guest speaker at the Friday evening dinner meeting and Dr. Warren Guthrie, Western Reserve University, spoke at the Saturday luncheon meeting.

Pennsylvania

The Gerald A. Yoakam Council has selected as its theme for the year "The Many Phases of a Reading Program." Choral Reading was developed at the September dinner meeting in the Fairfax School by Miss Miriam Kirkell of the University of Pittsburgh faculty. Evaluating critical thinking, predicting outcomes, material for an effective program, highlights and sidelights of the Milwaukee I.R.A. convention will further develop the theme at dinner meetings to be held in the new Schenley Union of the University of Pittsburgh.

On October 11 the Council sponsored a luncheon meeting in the University Club inaugurating participation in the Western Convention District meeting of the Pennsylvania State Education Association. Miss Gwen Horsman of the Detroit Public Schools spoke on "Language Arts, Organization of a Reading Program."

Texas

The Texas Southern University Reading Association held a reading conference on August 13-15 at Texas Southern University in Houston. "Reading in the Total Curriculum" provided the theme for the speakers who were: Dr. George Spache, Dr. Gertrude Whipple, and Dr. Constance McCullough. During the year the council will review and study current and recent literature on the teaching of reading.

Canadian Meetings

Brantford Reading Council heard Gwen Horsman, Detroit, on October 1. Miss Horsman spoke on the topic: "Principles and Techniques of Reading" and "Teaching Basic Reading Skills, Grades I-XII."

Dr. Royce Knapp, Director of Educational Research for the F. E. Compton & Co. gave three addresses on September 26 and 27 to the Metropolitan Toronto Council. The topics he discussed were: "Teaching and Research Skills;" "What to Look for in your Classroom Encyclopedia;" and "Using the Encyclopedia in Programmes for the Gifted."

Quotes on Reading

Think as well as read, and when you read. Yield not your minds to the passive impressions which others may make upon them. Hear what they have to say; but examine it, weigh it, and judge for yourselves. This will enable you to make a right use of books—to use them as helpers, not as guides to your understanding; as counsellors, not as dictators of what you are to think and believe.

—Tryon Edwards

They that have read about everything are thought to understand everything too; but it is not always so. Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collec-

tions. Unless we chew them over again, they will not give us strength and nourishment.

—Channing

Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.

—Bacon

In science, read, by preference, the newest works; in literature the oldest. The classic literature is always modern. New books revive and redecorate old ideas; old books suggest and invigorate new ideas.

—Bulwer

Plan now to attend

THIRD ANNUAL CONFERENCE

of the

INTERNATIONAL READING ASSOCIATION

at the

MILWAUKEE AUDITORIUM

Milwaukee, Wisconsin

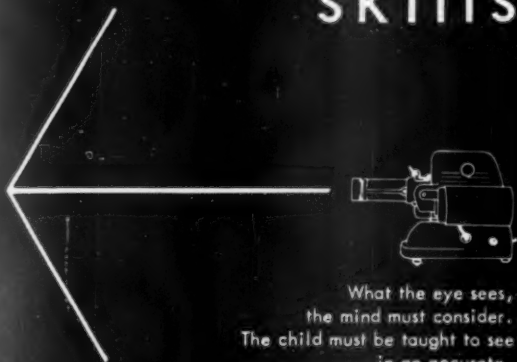
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Look for more details and registration forms
in the February issue.

Headquarters: HOTEL SCHROEDER

Educational Developmental Laboratories, Inc., 75 Prospect Street, Huntington, N. Y.

direction in reading skills



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